National Library of Canada
Bibliothèque nationale du Canada

Canadian Theses Service
Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30, and subsequent amendments.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30, et ses amendements subséquents.

NL-339 (r. 88/04) c

Canada

UNIVERSITY OF ALBERTA

A DESCRIPTIVE STUDY OF THE GRANT MACEWAN COMMUNITY COLLEGE LITERACY PROGRAM

BY

DOROTHY H. GRAY

(C)

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN VOCATIONAL EDUCATION

DEPARTMENT OF ADULT, CAREER AND TECHNOLOGY EDUCATION

EDMONTON, ALBERTA

SPRING 1990

National Library of Canada
Bibliothèque nationale du Canada

Canadian Theses Service
Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315-60134-5

Canada

Houghton Mifflin Company

One Beacon Street, Boston, Massachusetts 02108
(617) 725-5000 · Cable HOUGHTON Telex 4430254
FAX (617) 573-4918

International Division

July 19, 1989

Ms. Dorothy H. Gray
Instructor, Academic Services
Grant MacEwan Community College
PO Box 1796
Edmonton, Alberta T5J 2P2
CANADA

Re: Nelson-Denny Reading Test Form A 1960

Dear Ms. Gray:

Many thanks for your letter of May 16, 1989. We are happy to grant you official gratis permission to to use the above material in your thesis. We do ask that proper acknowlegement be made to Hougnton Mifflin Company with the following credit line:

Copyright c 1960 by Houghton Mifflin Company.
All rights reserved.
Used with permission.

We thank you for getting in touch with us.

With best wishes,

Sincerely,

Margaret E. Menninger

Margaret E. Menninger
Foreign Rights Specialist

UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR: Dorothy H. Gray

TITLE OF THESIS: A Descriptive Study of the Grant MacEwan Community College Literacy Program

DEGREE: Master of Education in Vocational Education

YEAR THIS DEGREE GRANTED: 1990

Permission is hereby granted to the UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

Dorothy H Gray

P.O. Box 1796

Edmonton, AB

T5J 2P2

Date: April 23, 1990

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "A Descriptive Study of the Grant MacEwan Community College Literacy Program" submitted by Dorothy H. Gray in partial fulfillment of requirements for the degree of Master of Education in Vocational Education.

Darius R. Young
Dr. Darius Young
(Supervisor)

Grace Malicky
Dr. Grace Malicky

K. Puffer
Dr. Karel Puffer

Clayton Wright
Dr. Clayton Wright

Date: April 23, 1990

Abstract

The purpose of this study was to provide a descriptive profile of women applicants who enrolled in the Grant MacEwan Community College (GMCC) Literacy Program between 1977 and 1980 and a description of the major features of the program that the applicants felt assisted them with their subsequent college programs. Information was gathered by mailing a questionnaire to 88 women students who graduated from a college program between 1978 and 1984.

The profile of a typical woman enrolled in this college literacy program was a Canadian citizen between 17 and 21 years of age, single with no dependents, who lived at home with parents. She was also a high school graduate out of school for at least three years, financially self-supporting and required to take upgrading courses because of the college's mandatory skills appraisal test.

The study found that 72 percent of the students believed that the upgrading courses they completed provided them with the reading, writing, and mathematical skills they lacked. Eighty-four percent

indicated that the literacy program was important in determining their future employment plans as well as helpful in successfully completing their college program course work. The academic features of the program favored most by the respondents were small classes, regular student-instructor progress interviews and the short-term, intensive format of the courses. The personal features of the program proving most satisfactory were the individually prescribed instructions, the camaraderie among classmates and the emotionally supportive classroom atmosphere. A post-program analysis revealed that 50 percent of the graduates continued with further education, 78 percent found employment within three months of graduation, and 77 percent stated that their first job was related to the college program from which they graduated.

On the basis of the findings, the following conclusions were drawn. First, for many women, it appeared that completing a literacy program was a step to obtaining a job or preparation for further training. Second, a supportive environment for the woman learner seemed likely to facilitate her learning. Finally, from the graduates' perspective, the GMCC Literacy

Program met the objective of assisting underprepared students who completed upgrading courses make an effective transition to college-level courses.

Acknowledgements

The researcher acknowledges the following people who assisted in the preparation of this thesis:

Dr. Darius Young, thesis supervisor, for his expertise and guidance, and for keeping the mission on target

Dr. Grace Malicky, Dr. Karel Puffer, and Dr. Clayton Wright, committee members, for their constructive comments and professional support

And three colleagues from Grant MacEwan Community College:

Dr. Gail Barrington for her initiative in developing the Literacy Project model

Dr. Wilbur Collin for his open door and friendly counsel

Dr. Peter Furstenau for his unstinting encouragement and generous spirit

TABLE OF CONTENTS

CHAPTER 1 THE PROBLEM

Introduction.....1

Problem Statement.....4

Purpose of the Study.....5

Objectives of the Study.....6

Research Questions.....6

Need for the Study.....7

Definition of Terms.....10

Assumptions.....15

Limitations.....15

Delimitations.....16

CHAPTER 2 REVIEW OF RELATED LITERATURE

Introduction.....17

The Community College System in Canada.....18

The Emergence of the Community College System in Alberta.....20

A Description of Grant MacEwan Community College.....25

National Data on Literacy.....28
The Literacy Policy in Alberta.....31
Enhancing Literacy through Developmental Studies Programs.....33
A Survey of College Preparatory Programs.....40
A Description of the Grant MacEwan Community College Literacy Program..45
The Skills Appraisal Test...52
Student Placement.....55

CHAPTER 3 METHOD

Introduction.....56
Population.....56
Research Instrument.....59
Field Test.....64
Research Procedures.....66
Data Analysis.....72

CHAPTER 4 FINDINGS

Introduction.....74

Results of the Study.....74

Analysis of the Results....102

CHAPTER 5 CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

Introduction.....105

Conclusions.....105

Implications.....107

Recommendations for Future Study.....108

REFERENCES.....110

APPENDIX 1 COVER LETTER.....120

APPENDIX 2 QUESTIONNAIRE.....122

APPENDIX 3 QUESTIONNAIRE CODE BOOK.....131

APPENDIX 4 SAMPLE WRITING SKILLS TEST.....136

APPENDIX 5 COPYRIGHT PERMISSION LETTER.....145

APPENDIX 6 SAMPLE READING TEST.....147

APPENDIX 7 COURSE SYLLABI.....160

APPENDIX 8 SKILLS APPRAISAL PLACEMENT FORM.167

VITA.....169

LIST OF TABLES

Table		Page
1.	Distribution of Respondents Reporting Reasons for Applying to Grant MacEwan Community College (GMCC)	76
2.	Distribution of Respondents by College Division	77
3.	Distribution of Respondents by Year of Graduation	78
4.	Distribution of Respondents by Age Category at Enrollment	79
5.	Distribution of Respondents by Marital Status	80
6.	Distribution of Respondents by Living Arrangements	80
7.	Distribution of Respondents With Dependents	81
8.	Distribution of Respondents With Dependents by Age	81
9.	Distribution of Respondents by Citizenship	82
10.	Distribution of Respondents by Highest Level of Education Completed Prior to Entry	83
11.	Distribution of Respondents by Reasons for Leaving School	84
12.	Distribution of Respondents by Number of Years Out of School	85
13.	Distribution of Respondents by Course Enrollment	86
14.	Distribution of Respondents by Methods of Funding	87

Table | Page

15. Distribution of Respondents by Permanent Address at Time of Enrolment in Literacy Program.....88

16. Distribution of Respondents by Method of Transportation to College Campus.....88

17. Distribution of Respondents Reporting on the Extent of Providing Knowledge and Skills Through College Upgrading Courses.....90

18. Distribution of Respondents Reporting on Importance of the Literacy Program on Future Employment Plans.....91

19. Distribution of Respondents Reporting on Degree of Help from Upgrading Courses Towards College Program Course Work.....91

20. Distribution of Respondents' Degree of Satisfaction According to Selected Academic Features.....95

21. Distribution of Respondents' Degree of Satisfaction According to Selected Personal Features.....96

22. Distribution of Respondents' Recommendation to Others for Future Enrollment in Literacy Programs.....97

23. Distribution of Respondents According to Continuation of Education after College Graduation.....99

24. Distribution of Respondents According to Active Employment Search Upon Graduation.....99

Table Page

25. Distribution of Respondents According to Months Required to Find Employment.....100

26. Distribution of Respondents According to Program Training in Relation to First Job.....100

27. Distribution of Respondents Reporting on Degree of Satisfaction with First Job.....101

Chapter 1

The Problem

Introduction

Every year more and more women are returning to school. This finding was revealed in the January, 1984, study conducted by Statistics Canada and the Education Support Branch of the Secretary of State (Devereaux, 1985, p. 6). Classified as re-entry women, they, along with an increasing number of other underprepared students, are turning to the community college with its open-door policy of admission to continue their education. These individuals, faced with a knowledge explosion inherent in a computerized, highly-technical era, seek help to cope in a rapidly changing society. Often, the formal education of this new breed of student tends to be uneven and erratic at best. They are anxious to succeed in their new venture although most are often unprepared for college life. Despite their enthusiasm and high interest, they frequently lack the basic education in the areas of reading, writing, and arithmetic as well as the

relevant study skills necessary to assist them to succeed in college level courses (Roueche, Baker & Roueche, 1987, p. 22).

Educators and researchers in the field of developmental studies (Cross, 1971; Cohen, 1987; Cohen & Brawer, 1982) have long recognized the advantages of mature women returning to schools of higher education. There are benefits to themselves, to the institutions they attend, and to society as a whole. It has also been observed that these returning women often have developed interests and perspectives as well as skills and motivations that younger students lack. A bulletin prepared by the Canadian Manufacturers' Association (1987) reported that, according to its findings, the re-entry women can make tremendous contributions to the entire academic life of a college. Their energy, diversity and productivity can be invigorating to the institution's social and intellectual environment. By encouraging women to enter areas of study and training that are important to the needs of business and industry, a greater availability of professional, semi-professional and skilled workers can be drawn upon.

Gaskell and McLaren (1987, p. 13) stated that until recently, scholars in education, like scholars in other fields, largely ignored the study of women. These academicians considered learning and teaching to be quite independent of gender issues. In the past, researchers have examined the governance and organization of education, the curriculum and issues of access and quality without mention of gender differences. Because there has been a marked increase in the enrolment of women in higher education in Canada, the status of women and their further education can no longer be ignored. Statistics Canada in 1983 reported that the majority (56 percent) of participants in adult education programs were women. Research findings collected by Burt, Code and Dorney (1988, pp. 103-105) showed that the increase could be attributed to the following factors: (a) the influence of the women's movement; (b) affirmative action legislation permitting role change; (c) a change in the family pattern of living; and (d) increased life span of females.

Moore and Veres (1975, p. 1) observed that in the fifties, two-year colleges were attracting increasingly

larger and more diverse numbers of women, many of whom planned to enter the labor force at some point in the future. They reported that with its open-admission policy and variety of career programs, the two-year college tended to be an important factor in facilitating women's access to wider opportunities and in broadening their occupational horizons. In summary, it is the combined factors of a renewed interest in retraining, continuous education and the high-technology revolution that has led to a boom in interest in adult education especially for women (Women's Career Resources, 1988, pp. 2-5).

Problem Statement

To date, there have been few studies of the Grant MacEwan Community College Literacy Program as it was first proposed and ultimately instituted in 1977 and its effect upon its graduates. Furthermore, literature searches revealed sparse information in the form of guidelines for planning and implementing college preparatory programs or what features could be recommended as necessary components for a successful program.

A review of related research (Bryant, 1986; Gaskell & McLaren, 1987; Kellman & Staley, 1974) indicated that women who came to a community college to further their education recognized the need for refresher courses. For them, taking developmental courses tended to increase their confidence and to improve their self-esteem. The re-entry woman was more likely to view her college experience as successful in terms of her personal development. It was here that she finally had the chance to "get her act together". O'Connor (1965) wrote that one way to generate data that can be used by colleges to evaluate their program offerings is through a follow-up study.

Purpose of the Study

Because little research had been conducted to determine the existence of literacy programs in Canada, the purpose of this study was twofold. First, this study provides a descriptive profile of women applicants who enrolled in the Grant MacEwan Community College (GMCC) Literacy Program. Secondly, the study describes the major features of the GMCC Literacy Program that women who graduated perceived as assisting them with their future college programs.

Objectives of the Study

The major objectives of the study were as follows:

1. To determine if offering upgrading courses for underprepared students was viewed as a beneficial component in the community college curriculum.
2. To determine if underprepared students who successfully completed academic upgrading courses believed that they developed skills they needed to make an effective transition to college and to college level courses.
3. To determine if offering upgrading courses in the spring and summer sessions can serve as a useful bridge and important experience for underprepared students who have been accepted for the fall semester at college.

Research Questions

This study answers the following questions:

1. Why are women students returning to school?
2. Who are the women who return to the classroom? Does a typical model or profile emerge?
3. Who or what is the major source of funding for women who do go back to school?

4. Why do women choose a community college to further their education?
5. Is there a connection between successfully completing upgrading courses and graduating from a subsequent college program as perceived by women graduates?
6. What are some of the features of a successful literacy program as viewed by women graduates?
7. How does a literacy program help the underprepared student?
8. What benefits do literacy programs provide the student?
9. How successful are college graduates in finding a job upon graduation?
10. Do these graduates find jobs in the areas in which they were trained?

Need for the Study

Grant MacEwan Community College (GMCC) presents itself as a responsive college constantly striving to provide the highest quality of education. The institution has made a commitment to provide leadership, training and instruction, and its mandate

is to integrate intellectual and personal growth while providing career preparation and community education (Grant MacEwan Community College Long Range Planning Committee Final Report, 1980, p. 5). To meet its goals, GMCC instituted upgrading courses to be offered during the spring and summer months beginning in May, 1977. The project was identified as a Literacy Program (until 1980) and each session was affixed with the corresponding year e.g. Literacy 77. Offered each spring and summer, courses in reading development, writing competency, and mathematics were designed to provide intensive upgrading to enable students to enter and be successful in their regular post-secondary educational programs in September.

The incentive for this study was prompted by a query from GMCC president, Dr. Gerald O. Kelly (personal communication, November 2, 1982) acknowledging the Literacy 82 Final Report submitted to him and asking whether or not any follow-up study had ever been conducted on literacy programs in the college. In fact, one follow-up survey combining both the Literacy 79 and Literacy 80 programs was undertaken in 1981 by the College's Department of Research,

Development and Evaluation (Wilson, 1981, p. 1). Data presented in this report indicated that the majority of Literacy Program students (70-75%) enrolled in regular college programs and courses the fall trimester following participation in the program (Wilson, 1981, p. 17).

O'Connor (1965, pp. 9-12) has written at length about follow-up studies as a tool for institutional improvement. According to this author, a follow-up study can provide a model or profile of the participant who enrols in courses at the post-secondary level. Graduate feedback sustains a relationship between the institution and its students because graduates provide a link with the past and may encourage a sense of belonging, a feeling of collegiality. Tracking the progress and success of their graduates can provide colleges with a degree of accountability demanded today by boards of governors, taxpayers and all levels of government. Finally, follow-up studies can facilitate the effectiveness and efficiency of policy-making and planning at all stages of administration and operation.

Community colleges have a role to play in literacy and developmental education. Roueche et al. (1987, p. 25) summed up their thoughts succinctly when they indicated "community colleges can either perpetuate the literacy problem or be a major part of the solution." Cohen (1987, p. 5) reinforced this view when he stated that "soon it will be deemed unacceptable to deny access to college because of inadequate reading, writing, and computation skills."

Definition of Terms

The definitions of the following terms are based on a variety of reference readings and reflect the terminology as it was used at the time this study was undertaken.

Alberta Vocational Centres (AVC). Post-secondary educational institutions in Alberta whose function and role is to provide educational opportunities for adults whose education has been interrupted and for those who need educational and occupational skills to help find and to keep employment (Alberta Vocational Centre, Course Calendar 1988-90, 1988, p. 1).

Certificate. Graduation recognition received by a student who has successfully completed program requirements and 30 credits.

Community Colleges. Post-secondary educational institutions which respond to the differing educational needs of the community by providing a wide range of academic, vocational and general education programs (The Canadian Encyclopedia, 1988, p. 476).

Credits. Credits are the value assigned to each course. Every 15 hours of lecture or 30 hours of laboratory or 60 hours of practicum/field placement equals one credit.

Disadvantaged, high-risk, low-achieving, nontraditional, underprepared students. Terminology referring to student clientele who generally lack basic skills in the areas of reading, writing, and mathematics that are necessary if they are to succeed in college classes.

Follow-up Study. The process by which an education institution seeks to determine how effectively it is or it has been at meeting the needs of the people it serves. The procedure involves

inquiring into the post-graduation activities and/or experiences of former enrollees in the institution (O'Connor, 1965, p. 10).

Functional Literacy. The ability to communicate in the symbolic languages of reading, writing, and computing that is adequate for people to maintain themselves in the context of specific situations (Cohen, 1979, p. 16). The term "functional literacy" was first used in World War II by the American Army to categorize individuals who could not use written instructions to adequately perform basic military tasks (Cook, 1977, p. 12).

Graduate. An individual who as a result of satisfactorily completing the prescribed course work received a certificate or diploma from the college.

Literacy. The ability to read, to write, and to use numbers competently (Calamai, 1987, p. 7).

Literacy Program. An intensive upgrading program in reading, writing, and mathematics offered only during the spring and summer months to enable

students to enter and be successful in their regular post-secondary educational programs in September (McNeil, 1981, p. 4).

Post-secondary education; tertiary education. The term used to label all education after secondary school.

Re-entry woman. The female student who has been out of school for a number of years and returns to a post-secondary institution to pursue further education (Bolton, 1975, p. 1).

Remedial education, compensatory education, developmental studies, basic skills education. Courses designed to bring underprepared students to the level of competency in reading, writing, mathematics or other basic skills necessary for success in the diploma programs offered by a college. Some educators have attempted to draw distinctions among these terms but they are in practice used interchangeably to describe similar programs (Skinner and Carter, 1987, p. 5; Nist, 1985, p. 8).

Spring and Summer Trimesters. Classes that were held three hours a day morning, afternoon and evening, five days a week for two five-week periods between May

and August. A total of 75 hours in instruction was provided (McNeil, 1981, p. 4).

Study Skills Appraisal. A mandatory test of reading, writing, and mathematics skills given to all college applicants who wanted to register in diploma, certificate or interim certificate programs. The evaluation told whether students were ready for college courses or needed some upgrading courses first.

Success. The term used to define the percentage of the population qualified for subsequent study or for employment as a result of completing an appropriate educational sequence (Fadale & Winter, 1987, p. 3).

Summer Bridge Program. The term used to describe a summer school session for underprepared students who wanted a headstart before they enrolled in the fall semester of a college or university. Programs such as these provided a full schedule of activities designed to enhance academic skills, to make new friends, to develop self-confidence and to allow students to sample campus life (Lauridsen, 1982, p. 97).

Upgrading Courses. Reading, writing, and mathematics courses offered by the college for those

students who after taking the Study Skills Appraisal Test showed a deficiency or lack of skills in any one of these areas.

Assumptions

Three assumptions applied to this study. It was assumed that the respondents had adequate information to complete the questionnaire. It was assumed that all the respondents cooperated willingly and did not give false information. Finally, it was assumed that the questionnaires returned to the researcher accurately reflected the opinions and experiences of the respondents during the period of time under investigation.

Limitations

The study has the following limitations. The accuracy of the students' addresses was dependent upon the files maintained in the registrar's office and the alumni office. Those students who married and changed their names may not have forwarded this information to the alumni office which could have affected the potential rate of return. The length and complexity of

each question was kept brief and simple owing to the time that had elapsed between each student's enrollment and graduation date. No attempt was made to correct errors in the students' responses. Finally, most recognized researchers who have conducted follow-up studies concede that the response rate is not generally high in any survey-type research (Levine & Gordon, 1958, p. 568).

Delimitations

The study has the following delimitations. This study reported only a small sample of women who entered the Literacy Program between 1977 and 1980. The study reported only on the women who graduated from college programs between 1979 and 1984. Success was defined in terms of those women who, after enrolling in reading and/or writing and/or mathematics upgrading courses in the Grant MacEwan Community College (GMCC) Literacy Program, graduated from a subsequent college program. The student population for the study included only those whose permanent address was Edmonton or within commuting distance to the city at the time the study was conducted.

Chapter 2

Review of Related Literature

Introduction

The purpose of this chapter is to present a synthesis of some of the related literature on the topics of literacy and developmental studies programs for underprepared students. The researcher conducted an intensive search in Educational Resources Information Centre (ERIC) abstracts, the Lockheed DIALOG system, and materials from Dissertation Abstracts International for relevant titles. The descriptors used were remedial program, remedial instruction, basic skills, literacy and community colleges, and literacy and two-year colleges.

The first part of the literature review focuses on the community college system in Canada and Alberta and concludes with a description of Grant MacEwan Community College (GMCC) in Edmonton. The second part documents some current concerns about literacy issues in Canada and the literacy policy in Alberta. Third is an overview of relevant studies and reports on college preparatory programs with an emphasis on summer

remedial programs operating in two year colleges in the United States and Canada. The chapter concludes with a description of a literacy program at GMCC.

The Community College System in Canada

Community colleges were first established in Canada in the sixties. By definition they are publicly funded, non-degree granting, post-secondary educational institutions offering a variety of programs with both an academic and technical vocational emphasis. Their goals are: responsiveness to community concerns; commitment to excellent teaching; emphasis on student counselling and placement services; an open-admission policy; and low-tuition fees (The Canadian Encyclopedia, 1988, p. 476).

The major strengths of a community college are accessibility to citizens of all ages and the special attention given to the individual. Today, community college students represent a wider range in age, economic backgrounds, career expectations and academic abilities than students in any other educational group.

It is generally believed that community colleges provide the last opportunity for a second chance for mature persons to return to the classroom for the

purpose of enhancing marketable skills, or of preparing for a new vocation. In fact, out of necessity, there has had to be a special emphasis on adult basic education programs. Many students who wanted to pursue further education simply did not have the academic credentials to study or to train at a post-secondary level. Initially, courses were offered to provide upgrading for adults short of basic literacy skills mainly in the areas of writing, reading comprehension, and mathematics. However, basic education programs were expanded to include literacy education for its own sake (Dennison & Gallagher, 1986, p. 158). Even in the eighties, variations of these programs were still in place in Canada's colleges. It appeared that adult illiteracy did not disappear despite the availability of courses and emphasis on basic education for all adults in this country.

McIntosh, Bryce, Fisher, and Mowat (1971, p. 8) summarized the philosophy and objectives of Canada's community college system with the following statements:

> The community college has developed from practice rather than prescription. It has responded to the needs of individuals according to the circumstances of the times rather than from the tradition of the past. It has responded to developing values of our

> society which require that higher education be provided for all according to their ability to profit, that higher education be responsive to the needs of society, and that higher education be a primary change - force to bring about needed social change.

Educators and government officials at the federal and provincial levels report that they are continuing to push for opportunities to train workers for emerging job demands. Canada still has many people who are out of work and cannot find a job, often because they lack appropriate training. There are concerns, too, that computers are putting many people out of work and that many Canadians lack the skills to fill the jobs of the future. The community college system in its modified forms across the country is continually striving to provide relevant programs and afford adults the chance to gain the necessary skills and competencies demanded by an increasingly sophisticated work force.

The Emergence of the Community College System in Alberta

Alberta in the forties and fifties experienced major changes in its social, economic and demographic development. The impact of these changes was examined by a major task force commissioned by the Alberta

government in June, 1969. The results of the investigation were reported by Dr. Walter Worth and the Commission on Educational Planning in the publication A Choice of Futures. One of the outcomes of these forces was an increasing demand for post-secondary education for adult students. Veterans who came home from the war were determined to return to university to continue their interrupted education. Others looked towards enrolling in technical or vocational programs to prepare themselves for new jobs in a post-war era with its emphasis on scientific and professional vocations. The industrial boom in Alberta came into full force with the discovery of oil in Leduc and neighbouring vicinities in 1947. This remarkable event prompted even a greater need for technicians and other scientific personnel to work in the industry. Added to these numbers were those young people who were leaving the rural communities and settling in the rapidly growing urban centres in the province. Many of these individuals lacked specialized training and possessed few skills or a trade which often meant difficulty in finding suitable employment in the ever-expanding business and industrial sector in Alberta.

As a result of these pressures, some of the smaller communities began investigating the feasibility of establishing public junior colleges in their districts. Lethbridge was the first city to take action in this direction (Berghofer and Vladicka, 1980, p. 19) and in 1957 the Lethbridge Junior College came into existence. Its purpose was to provide both university transfer and other general, business and vocational courses.

By the mid-seventies when the "baby-boom" generation came of age, even more pressure was generated by young people demanding the opportunity to pursue further education but not necessarily at a university. Linked with the concern for technological development, especially after the launching of Sputnik and man's ascent into space, was a growing recognition that higher education also contributed to economic growth and national prosperity in the country. It was generally acknowledged that both the nation and its people could benefit from a well-educated and highly-trained citizenery.

Partly due to these factors and partly in response to the world-wide growing concern for social equality,

the Alberta government increased its involvement in post-secondary education during the sixties. This led the government to issue several explicit policy statements concerning education by emphasizing universal and equal access to higher education (Berghofer and Vladicka, 1980, p. 33). The Colleges Act of 1969 established a provincially supported college system independent of both university and local school authorities, and the Colleges Commission, established the same year, was given the mandate to coordinate the further development of this college system.

Between 1960 and 1978, Alberta witnessed the emergence of a distinct system of comprehensive colleges. In their book, Access to Opportunity 1905-80, researchers Berghofer and Vladicka (1980) prepared a detailed chronological outline tracing the development of post-secondary education in Alberta and noted the year in which every community college in Alberta was established (pp. 71 - 72). A synthesis of the list follows:

1960	Fairview Community College
1964	Red Deer Junior College
1965	Medicine Hat Junior College

1966 Grande Prairie Junior College
Mount Royal College, Calgary, formed in 1931, converted from private to autonomous public status

1970 Grant MacEwan Community College, Edmonton (The first public college in Alberta to begin operations offering vocational and other non-university programs exclusively)

1975 Keyano College, Fort McMurray
Lakeland College, Vermilion

1978 Olds College, formed in 1913, converted to an autonomous public college

1979 Medicine Hat College established a satellite campus in Brooks

Overseeing the operation of these community colleges in this province was the Department of Advanced Education. Formed in 1971 after the Colleges Commission was dissolved, its mandate was to coordinate the entire system of post-secondary education in Alberta. Its major goal was to ensure that the comprehensive range of programs offered in the system was made available to all Albertans on an equal basis (Berghofer and Vladicka, 1980, p. 43). As well, the

provincial government purported that it continued to recognize the popularity and social awareness of life-long learning. Furthermore, it claimed that every attempt was being made to eliminate the barriers of age, social and economic status, physical handicaps and employment as factors which limited access to benefits of a higher education. This opportunity was partly ensured by initiating and funding programs for the various disadvantaged groups and by supporting an open-admissions policy which, in the past, often restricted entrance to post-secondary institutions.

A Description of Grant MacEwan Community College

Grant MacEwan Community College (GMCC), established in 1971, is a public post-secondary educational institution in Edmonton, Alberta, Canada. Named after a former Lieutenant-Governor of Alberta (1966-1974), the first convocation was held in May, 1973. There are four major campuses located throughout the city to serve an ever-growing student population.

During the 1977-78 term, the total full-time equivalent (FTE) enrolment in credit programs was 2,547. Non-credit enrolments during the same period

totalled 16,210 (GMCC Annual Report 1977-78, p. 13). Full-time staff members numbered 262, 86 of whom were instructional, while 174 were counted as part-time, 141 of whom were instructional (GMCC Annual Report 1977-78, p. 12). At this time, there were 26 diploma programs and seven certificate programs being offered.

The GMCC Annual Report for 1980-81 (pp. 14-21) indicated that the full-time equivalent (FTE) enrolment in credit programs was 2,417. Non-credit course enrolment at the same time totalled 20,226. Full-time staff members for this reporting period numbered 310 of whom 102 were instructional. Part-time staff totalled 74 of whom 28 were designated as instructors. By December, 1980, the number of diploma programs offered had risen to 27 while the number of certificate programs had reached 12. The year 1981 marked the tenth anniversary of classes at GMCC as well as the entry of the college into the Yellowhead Region Educational Consortium and the Drayton Valley Region Educational Consortium. These consortia offered post-secondary courses to citizens living in communities situated between Edmonton and the Rocky Mountains.

Grant MacEwan Community College has simple but precise application procedures (Calendar 1988-1990, p. 6). For entrance to most programs, students need an Alberta high school diploma or equivalent and satisfactory performance in a skills appraisal of reading, writing, and mathematics abilities. Every applicant to the college must write a mandatory skills appraisal test to determine if he or she is ready for college level courses or needs developmental work as a prerequisite to the program of his or her choice. Some departments consider professional suitability and a desire to learn in addition to previous academic accomplishments as a condition of acceptance. Students may enter without a high-school diploma if they qualify as mature students. Admission criteria also requires that a candidate be a Canadian citizen or landed immigrant, at least 18 years old and out of school for one year.

The GMCC Long Range Planning Committee Final Report completed in 1980 recognized the trend towards an older student clientele. Demographic studies revealed that emerging students will require upgrading and retraining and in many cases they will not be

willing to leave their present job to attend college on a full-time basis. Because the college expresses in its mission statement that the institution "provides career preparation and community education for adults in a context which integrates intellectual and personal growth", efforts are being made to accommodate the needs of the mature student (p. 5).

National Data on Literacy

The nationwide Southam survey of 2,398 Canadians in 1987 concluded that 24 per cent or five million residents in Canada who were 18 years of age or older were illiterate in English or French. Even excluding all immigrants to the country, illiteracy still affects 22 per cent of all Canadian born adults (Calamai, 1987, p. 7). Simply put "more than one in five citizens can't read the writing on the wall".

One third of those surveyed said they were high-school graduates while one in twelve claimed to be university graduates. These findings support a 1985 report prepared by Ontario Institute for Studies in Education (OISE) by Professor Michael Skolnik. The

report noted that a growing number of community college students in Ontario were ill-equipped for post-secondary studies (Polanyi, 1985, p. 6). This information became available when the group assessed the results of standardized tests given to incoming students at four of the province's 22 community colleges. The results of the study revealed that between 25 and 40 per cent of the students tested were reading and writing at or below the Grade 9 level. More than half the student population at one institution was reading below the Grade 12 level.

What all these statistics imply is that an enormous number of people are unable to read, to write or to use numbers well enough to achieve their goals, to develop their potential or to function in today's society. Illiteracy touches all aspects of life - school, health and work. Both employers and educators warn that the impact will become more obvious in the future as the job market shrinks and basic job requirements become more stringent.

A 1988 Canadian Business Task Force on Literacy reported that illiteracy costs business and industry

four billion dollars a year in Canada (Pipa, 1986, p. 4). As companies place more emphasis on technology and information, it is becoming increasingly evident just how extensive illiteracy is in the workplace. Low productivity, health and safety problems, inferior product quality and absenteeism are some of the effects of illiteracy in the labor force.

In 1984, the federal government established a one million dollar literacy fund over two years to assist literacy groups across the country. Four years later on International Literacy Day (September 8, 1988), the Conservative government announced that it was planning to spend more than 50 million dollars as an "assault against illiteracy". It was expected that the provinces would share 50-50 in the total costs (Adams and Fulton, 1988, p. 2).

Funding literacy programs has always been a major concern for experts in the field. Part of the problem has to do with the blurred lines of jurisdiction between federal and provincial governments. Some groups feel that illiteracy is a national issue because it affects the economy. Others say it should fall under the provincial area of education. All agree,

however, that basic education should not be seen as a charity effort. Proponents of basic education skills for all insist that it is time to recognize that illiteracy is not just an educational issue; it is also an economic issue and a social issue that concerns protecting democracy. As one Canadian publisher who was also a member of the Business Task Force pointed out, "How can you vote in an election if you can't read a ballot?" (Pipa, 1986, p. 4).

The Literacy Policy in Alberta

The Province of Alberta does not have an articulated policy on adult literacy and basic education. According to literacy educators in Alberta, this causes a "shot-gun approach" to program delivery, a lack of coordination between the departments, and inadequate financial resources and support services (Chang, 1987, p. 21). The government does at least recognize the complexity and diversity of literacy needs and has created three departments to share the responsibility for adult basic education and literacy provision (Cairns, 1988, p. 44). They are Alberta Education, Alberta Advanced Education and Alberta

Career Development and Education. Although these departments have different philosophical approaches and different sponsoring institutions, they strive to improve coordination in their overall approach to literacy. In January, 1981, a research officer was employed to investigate current practices in adult literacy programming. Funding was also made available to hire a provincial literacy coordinator (Thomas, 1983, p. 74).

Two support organizations have also been formed to help: Alberta Basic Literacy (ABL) Programs and Alberta Basic Education (ABE) Programs. The latter programs cover grades 1 to 3-4 while the former programs are variously defined as grades 1-8, 1-9 and 1-12 depending on the funding source (Chang, 1987, p. 19).

One supporting agency is the Literacy Coordinators of Alberta (LCA). Their purpose is "to facilitate the development of literacy program coordination and their programs through the exchange of information and expertise" (Chang, 1987, p. 20). The second group is the ABE Implementation Committee. The focus on this committee is to develop curriculum and resource materials (Chang, 1987, p. 20).

Findings from the 1987 Southam News survey on literacy reported 360,000 adults in Alberta or 21 percent of the national average were illiterate (Calamai, 1987, p. 9). Thirty-three percent of Edmonton adults or one in three cannot read, write or handle numbers well enough to cope with daily demands in society. This city has the highest illiteracy rate among eight major centres in Canada (p. 7). Despite a greater awareness of the need for language and literacy training, advisory groups and concerned individuals still have to continue lobbying for committees and programs to examine Alberta adult literacy problems.

Enhancing Literacy Through Developmental Studies Programs

With the advent of the baby boom of the fifties coupled with a social philosophy of egalitarianism and the phenomenon of an open-door policy, there appeared a huge influx of potential students who would never have been able to otherwise attend college. These low-achieving, underprepared students strained the conventional curriculum and challenged the educational establishment to redefine institutional goals,

objectives and mission statements. Moreover, these new students forced the community college to rethink curriculum design and pedagogical practices.

Studies conducted in the United States by Cross (1971) and Roueche and Kirk (1973) revealed that most remedial or basic education programs set up in the emerging community colleges in the sixties were generally ineffective. Most of the programs surveyed by Roueche et al. (1987, p. 22) consisted mainly of watered down versions of regular college-level courses, preparatory in nature and taught by regular academic departments. These courses, furthermore, were often badly conceived, badly planned, and even more so, badly implemented. The efforts at remedial education clearly did not work.

By the seventies an "instructional revolution" was taking place. Distinguished United States adult educators including Patricia Cross, John Roueche and Malcolm Knowles were advocating that an effective learning environment for high-risk students should be based on the principles of mastery learning, individualization of instruction and introduction of new learning technologies. Such developmental

programs, as well, should encourage and facilitate the full mental, moral and emotional growth of students whose lives might be enriched by their coming to know, to appreciate and ultimately to express their full selves as members of society (McGrath & Spear, 1987, p. 16).

A task force, charged with the responsibility of investigating current practices in remedial education in Texas two-year colleges, made the following recommendations as a result of the committee's findings: a) the need to make certain that all students needing remediation receive it, b) the need for valid placement and exit criteria, and c) the need for comprehensive tracking of students (Skinner and Carter, 1987, p. 22). Finally, this committee reminded administrators that "the mission statements of many colleges specifically refer to the need for remedial education and link it to a number of other institutional goals. The task force further reiterated the essential connection between remedial education and the colleges' mission to serve the educational needs of all students" (p. 21).

Enthused with these trends and new directions, John Roueche and colleague Wade Kirk in 1972 began a

study on the effectiveness of selected innovative community college programs for nontraditional students. In their book Catching Up: Remedial Education, the authors identified five "successful" programs and reported on the measures of "success" of each program. Their investigation concluded that community colleges could indeed effectively serve nontraditional, high-risk students. More importantly, the report documented that such students could be retained and that they could achieve or learn and develop positive attitudes toward college and its upgrading program. Finally, they emphasized that community colleges could design and implement successful programs for nontraditional high-risk students. They insisted that the quality of other college endeavors was not diluted by providing for the educational needs of these new students. They stated that other programs were enhanced and enriched as a result of successful developmental studies efforts.

Following are the seven "components of success" as discussed by Roueche and Kirk (1973, pp. 62-79).

1. The faculty are honest and open human beings and totally committed to helping students be successful. The teachers are very concerned with developing good attitudes in their learners.
2. Instruction includes a wide variety of methodologies and teaching strategies with emphasis on involving the student in the learning process. The method of instruction incorporates measurable objectives and breaks down course content into small manageable tasks.
3. Self-concept development encourages behaviors such as the ability to recognize one's own unique talents, the ability to establish meaningful and lasting human relationships and the ability to perceive oneself as a worthy and valuable human being. All these factors are seen as necessary to contribute to a positive self-image.
4. A "good" program image is achieved by promoting and publicizing the value of developmental courses. This is especially useful for recruiting and retaining nontraditional students. The maintenance of a positive image is of crucial importance in reaching those students that literacy programs are designed to serve.

5. Counselling services are features that underprepared students frequently need. For student services personnel, it is extremely important that counsellors are perceived by their clients as people who do in fact show concern for the development and progress of each individual enrolled in the developmental program.

6. Institutional commitment is essential. Administrative leadership was deemed the most important factor in the objectives and design of programs for nontraditional students. Roueche's 1972 study found that student retention, and in many cases achievement in the programs he surveyed, consistently exceeded retention and achievement of students in the regular college curriculum (p. 75).

7. Separate program. The last component, that of organizing a program that segregates students from one another and focuses attention on student differences, is still debated and disputed in educational circles. The two authors of this report, however, argue in favor of separate

developmental studies programs which according to their findings thus far have successfully motivated, retained and educated some of society's most challenging students. Until a viable alternative is forthcoming, a distinctive program is still endorsed by leading developmental educators.

Melko (1989), in his paper titled "Myths and Facts About Developmental Education", reported that developmental education is the "great equalizer". "It does not represent a 'lowering of standards'; rather it allows institutions to raise and maintain their standards without denying access to certain populations. Developmental education also addresses the needs of the older returning student struggling to succeed with atrophied skills, the unemployed or displaced worker who must be retrained or learn new skills, the single mother hoping for a better job, and many other nontraditional students" (p. 10).

Hardin (1988, p. 6) emphasized that if good teaching and good support systems were provided in a remedial or developmental program, high-risk students would make it. He insisted that society has an

obligation to provide access to higher education to all citizens who can benefit. If developmental studies programs can help produce individuals who are open to their fellow citizens, who can communicate effectively and who can make wise consumer decisions, these programs will add much to the lives of these individuals. In the future, developmental education will still be needed for adults in a changing society. Community colleges will be forced to accept increasing numbers of nontraditional students. These include the learning disabled, the physically challenged, minority groups with their varied ethnic and language backgrounds, re-entry women and any other adult who requires retraining (Hardin, 1988, pp. 3-4).

A Survey of College Preparatory Programs

Editors Lauridsen and Myers (1982) in their sourcebook Summer Programs for Underprepared Freshmen presented a collection of views and experiences of a group of United States educators who participated in or directed preparatory programs during the summer months. Although the philosophies of design and development and the emphases on content areas frequently varied from

program to program, the faculty and the staff all shared the common goal of helping the underprepared student succeed in college.

The following is a summary of two of the summer bridge programs highlighting the features which the authors believed contributed to the "twin goals of easing the transition from high school to college and increasing retention to graduation" (p. 97).

Francis P. Collea, a director of federally funded education programs at California State University, Fullerton, called his program Bridge 82. It was designed to assist graduating students in acquiring specific skills important to a successful college career. Emphasis was on adapting to the lecture mode of instruction, learning to read technical language, acquiring the skills necessary for critical thinking and analysis, writing essays and term papers, and taking examinations. Collea believed that by knowing these necessary survival skills, students could minimize many of the typical adjustment problems encountered upon entering the college.

Carmel Myers and Sue Drevlow, educators at the University of California, San Diego (UCSD) in their

submission to Summer Programs for Underprepared Freshman, 1982, described a program designed to address many issues that affect a student's decision to stay in school. Their emphasis was on building a network of peer group support and making the campus a familiar place before the fall term began. The goal of this program was academic and social integration. The larger part of the student's day was spent on reading, writing, and mathematics while recreational activities and field trips were scheduled for weekends and some evenings. According to these authors, this summer bridge program worked for their underprepared students because they: (a) started the fall warmed up for the academic challenge; (b) were knowledgeable about sources of support among their classmates and teachers; (c) were comfortable in the campus setting; and (d) were better prepared in mathematics, writing, and study skills.

Lauridson (1982, p. 107) concluded that a well-designed summer program brought students to a realistic appraisal of their place in higher education and in their own institution and of their areas of academic strengths and weaknesses. He further declared

that, "armed with the truth, they can take the necessary steps to make their way with a more realistic understanding of what will be required to reach their academic and personal goals".

Learning Assistance Program (LAP) Chilliwack, BC

There is a dearth of reports Canadian journal articles about upgrading programs in community colleges in Canada. One instructor, however, at the Fraser Valley College in Chilliwack, British Columbia, wrote in some detail about a remedial program called the Learning Assistance Program (LAP) which was set up in 1977. The administration at this institution recognized that many students who came to Fraser Valley College were:

> underprepared both in terms of their command of technical skills and in their capacity to cope with the necessity for self-motivated, self-disciplined independent work that will confront them in the working world or in other educational institutions they will attend (Creigh, 1977, p. 44).

The philosophy behind the program was to do all that could be done for the students to try to compensate for their under-preparedness and idealistically to eradicate it. Despite the fact that Creigh deemed the

first semester of the program as "a disastrous success", limited resources mainly in the form of financial assistance for facilities, educational materials and additional personnel to work with the students restricted the expansion of LAP continuing into the next term.

Association of Canadian Community Colleges (ACCC) Literacy Task Force Report

In anticipation of International Literacy Year in 1990, the Association of Canadian Community Colleges (ACCC) at its annual general meetings in 1988 and 1989 made the issue of adult literacy its major priority (Association of Canadian Community Colleges, 1989, p. 1). A National Project Steering Committee was formed with a mandate to gather information on adult literacy programs by surveying the ACCC member college/institutes. The focus was to be on community partnerships which were defined as a "College cooperating and working with one or more community-based groups or institutions. The main criterion was the effective working together toward the objective of improving literacy levels of people in the community" (p. 39). The findings of this 1989 report

described several examples of colleges that combined their resources with other organizations to better serve their regions and communities.

One such program assessed by the task force as a successful literacy program was the Saskatchewan Adult Basic Education (SABEA) Students' Camp. This activity was organized as a collaboration among members of the Saskatchewan Adult Basic Education Association, the Community College, and the Saskatchewan Institute of Applied Science and Technology (SIAST) - Kelsey Campus. The purpose of the students' camp held since 1984 in February or March was to bring together adults from adult upgrading programs all over Saskatchewan. Here students from small campuses and remote communities participated in workshops, exchanged ideas, and discussed experiences. Evaluations from the participants reported that the major benefit for them was the opportunity to meet with other adults involved in upgrading (p. 48).

A Description of the Grant MacEwan Community College Literacy Program

The Grant MacEwan Community College (GMCC) Literacy Program was introduced in Spring, 1977. The

purpose of the project was to provide prospective GMCC students demonstrating basic skill weaknesses in the areas of reading, writing, and mathematics with intensive upgrading to prepare them for college level courses to enable them to enter and to complete their chosen college program in the fall term. The 1977 and 1978 spring and summer sessions were offered exclusively through GMCC while the 1979 and 1980 spring and summer schools were jointly sponsored by GMCC and Alberta Vocational Centre (AVC), Edmonton (Barrington, 1978; Barrington & Oliver, 1979; Gray and Paproski, 1980).

The specific courses taught included: two levels of reading - Reading Development I (RD 001.0) and Reading Development II (RD 002.0); three levels of writing - Introduction to English (EN 001.0), Writing Techniques (EN 002.0) and Fundamentals of Writing (EN 003.0); and one level of mathematics - Introductory Mathematics (MM 001.0). (The descriptive course syllabi are located in Appendix 7.) The three-hour classes were held daily for six weeks in 1977, 1978, and 1979 but reduced to five weeks in 1980 for a total of 90 hours and 75 hours of instruction respectively.

(In a regular trimester, students received 45 hours of instruction.) Classes were scheduled mornings, afternoons and evenings to provide maximum accessibility for students. To further facilitate an optimum learning environment, class size was limited to 15 students.

The fee structure varied over the first four years of the program. In 1977 the cost for each course was $75.00; in 1978 it rose to $100.00. Beginning in 1979 when GMCC and AVC offered the program together the fee dropped to $27.00 per course and went as low as $22.00 in 1980.

An essential facility for the program was a Learning Skills Centre. This large study room had carrels in addition to tables and chairs set up for small group work. It was also equipped with tape recorders, head phones and cassettes as well as work books, exercise sheets, textbooks, dictionaries and other college-level materials. An instructional assistant was present at all times to aid both students and instructors. The two institutions (GMCC and AVC) both housed comprehensive libraries which were managed by full-time staff members. These facilities were used extensively by students enrolled in the program.

The instructional staff was carefully selected on the basis of their educational credentials and experience as well as their personal suitability to the nature of the program. Instructors were required to have a university degree or an Alberta Teaching Certificate and at least two years of teaching experience. Their duties included diagnosing reading, writing or mathematics skills, monitoring attendance, interviewing, and providing constructive feedback to students. Instructional assistants assigned to the program had trained at a professional or paraprofessional level, had knowledge of the college program requirements and had experience working with adults in a community college system.

All staff members were encouraged to attend orientation sessions immediately prior to the commencement of classes. The purpose of these sessions was to become acquainted with other teaching staff as well as the literacy program itself including the curriculum, materials and services available. The agenda focussed on the distribution of a handbook and a discussion of its contents.

The handbook outlined the goals and objectives of the literacy program, placement of students, grading,

courses offered, forms used, curriculum content and miscellaneous administrative duties. One day was set aside for the staff to meet their respective subject group in writing, reading, or mathematics. Members discussed the specific course objectives, curriculum and the materials used. The instructors were also given ample opportunity to review materials and to plan activities for the first and subsequent days of class.

No official orientation session was held for the student. Instructors were encouraged to spend some time in the intitial classes to acquaint their students with the physical plant and the various services available to them.

The administrative tasks were handled by a project manager or a project coordinator. Duties included hiring staff, arranging facilities, providing course materials and supplies, preparing publicity, scheduling orientation sessions and overseeing registration. In addition to these tasks, they also attended to the day-to-day operations of the program such as submitting timesheets, reporting student attendance to sponsoring agencies, conducting staff meetings and liaising with other departments. At the conclusion of each term,

they were responsible for submitting marks to the registrar's office, and writing and distributing a final evaluation report of the program.

Regular counselling services, considered an integral valuable component of the literacy program, were available to all literacy students for each of the spring/summer sessions. Counsellors were invited to the classroom during the first week of classes and frequently gave noon-hour presentations to interested groups. Once students were aware of their availability, however, they began to seek them out on their own.

Day-care facilities on each campus (GMCC and AVC) were first made available for the literacy students during the 1979 term. A highly successful and unique program was created for these youngsters during the 1979 and 1980 sessions and provided support for the student parents (McNeil, 1981, p. 7).

A variation of the original concept of this literacy program alternately described as college prep or academic upgrading has been offered during every spring and summer session at GMCC and AVC since its

inception in 1977 (Drinkell and Hemmingway, 1982, 1983). President John L. Haar, in the Grant MacEwan Community College (GMCC) 1977-78 Annual Report, singled out this venture by commenting that "the project itself is a reflection of the growing concern of the adequacies of students arriving at the college with the necessary skills of communication and study" (p. 3). Again in the GMCC 1978-79 annual report, the president noted that "indications are that the attrition rate in this work is the lowest of all college programs. Students prepared through this means for college level work have proven to be as capable of completing their programs as students having initial full college entrance requirements" (p. 3).

Karl H. Homann, Section Head, Student Study Services, noted similar results. In a memo directed to this researcher, he made the following comments:

> Our remedial program had led to substantial increases in the academic skills of these students. Students who require upgrading have been no less successful in subsequent program studies than their counterparts who didn't require remedial work. Most important, indications are that students who went through our remedial courses experienced a lower attrition rate (personal communication, February 4, 1981).

The Skills Appraisal Test

A college policy dictated that all new students, in order to enhance the likelihood of success in their program of studies, complete an appraisal of their writing and reading skills prior to admission. The basic appraisal consisted of a short essay, a timed writing test and timed reading test. The appraisal also included a mathematics test if those skills were necessary for success in a chosen program. The intent for administering these tests was for placement purposes in order to identify whether applicants needed developmental work in basic skills either prior to or concurrent with their program studies.

The Skills Appraisal Test became compulsory during the 1978-79 term for all applicants entering college programs. The tests were intended to identify weaknesses in reading, writing, and mathematics. The results were used to decide whether students were ready for college level courses or whether they should take some developmental courses first. There were no "passes" or "failures". Students generally had only one chance to write the appraisal. Exceptions were

sometimes made if the students could show some reason why they could do better. The results of the appraisal were valid for two years from the date the student wrote to the date of application for admission. (A sample of the Skills Appraisal Placement Form is located in Appendix 8).

Following are descriptions of the tests that the students wrote. The total time allowed was approximately three and one half to four hours.

1. Essay (one hour)

   Students were given an essay topic sheet and asked to choose one topic and write a well-constructed, concise essay of one full page if single spaced or two pages if double spaced.

2. Vocabulary (15 minutes)

   This portion of the appraisal consisted of 100 multiple choice questions in Part 1 of the Nelson-Denny Reading Test Form A.

3. Reading (20 minutes)

   The comprehension test from Part II of the Nelson-Denny Reading Test included eight reading passages and 36 questions. Students were directed to read each passage and answer the multiple-choice questions to show how well they

understood what they read. (A sample of Form A of this test is located in Appendix 6).

4. Spelling (seven minutes)

   In each of the questions on the spelling test, there were four words. Students were asked to identify a word spelled incorrectly or whether there was no error. There were 15 questions to be completed in the alloted time.

5. English Usage Test or Writing Skills Test (35 minutes)

   This test consisted of short subtests on sentence recognition, grammar, punctuation and capitalization, and sentence structure. Each subtest had 15 multiple-choice items or 60 questions in all. (A sample of this test is located in Appendix 4).

6. Mathematics (30-40 minutes)

   A mathematics test was not required of all applicants. It depended on whether math skills were considered necessary in certain programs. Several versions of the test were available if requested by program heads. Those students who were instructed to write a mathematics examination were not allowed to use calculators.

Student Placement

Students who scored between one and 19 percentile in the Nelson-Denny Reading Test were registered in Reading Development I (RD 001.0). Those who scored between 20 and 54 percentile were required to enroll in Reading Development II (RD 002.0). Applicants who achieved between 54 and 99 percentile were not required to take any upgrading courses in reading.

Students who scored an essay grade of four and any score on the writing skills test were permitted to register in the compulsory communications course (EN 100.3). At the other end of the scale, students with an essay grade of one and a test score of 29 percentile or less were instructed to take the EN 001.0 Introduction to English class but were referred to the college counsellors for further assessment. Placement in any of the three writing courses (EN 001.0, EN 002.0, and EN 003.0) was determined by assessing the essay grade ranging from one (low) to four (high) in combination with the percentile score achieved on the writing skills test. The assessment was reviewed regularly by the English Department in order to assign students to the appropriate level in one of the three writing skills classes.

Chapter 3

Method

Introduction

Data on literacy programs and re-entry women were collected by selectively reviewing related literature. For specific information about the Grant MacEwan Community College (GMCC) Literacy Program, 88 female graduates were surveyed by means of administering a questionnaire. The descriptive method of research was chosen by the researcher because of the nature of the educational problem and according to Gay (1981), a descriptive study is an appropriate tool for "assessing attitudes, opinions, demographic information, conditions and procedures" (p. 153).

Population

Figures documented in the Literacy 77, 78 and 79 final reports (Barrington, 1977, 1978, 1979) and the Final Report: Literacy 80 (Gray and Paproski) in 1980 showed that a total of 1,217 students, gender unspecified, attended the spring/summer session between

1977 and 1980. In order to identify a population for purposes of this study, names of only the female students who were registered in spring/summer courses between 1977 and 1980 were collected off the microfiche reader in the registrar's office at Grant MacEwan Community College (GMCC). Because the enrollment entries of female students in upgrading courses were not clearly delineated, approximately 2,000 names were recorded for further sorting. The criteria for inclusion in the population of students were as follows:

1. female
2. enrolled in a spring/summer session
3. enrolled between 1977 and 1980
4. enrolled in one or more upgrading courses
5. completed successfully (i.e. passed) the course or courses in which they enrolled
6. enrolled in a subsequent college program
7. graduated from the college program in which they enrolled
8. resided at the time of the study in Edmonton or within daily commuting distance to any one of the four college campuses

The collection of approximately 2,000 names was then forwarded to two part-time employees hired for the GMCC Foundation Alumni Phone/Mail Campaign. These individuals were working from print-out pages supplied

by the alumni association to contact potential donors. They were asked (a) to identify only the graduates from the researcher's list of names, and (b) to provide the researcher with an address for each graduate. Five hundred eight women were shortlisted as having graduated from a college program between 1979 and 1984. It was assumed that the addresses recorded were reliable because they originated with the alumni association, and they were currently being used to solicit donations for a college fund-raising campaign. The researcher then sought to verify from another set of microfiche records located in the registrar's office that each one of the 508 women met the criteria established above. These records listed each course in which the students enrolled and confirmed the final passing grade which appeared on their transcript. As a result of this further scrutiny, 88 women were finally selected for the study.

The researcher recognized that the sample was small. There were four reasons for this limited sample. Some names were rejected because the women had moved from Edmonton or changed their address and either

they did not notify the alumni office or the department did not record updated information. When this researcher made a second check to confirm enrollment in an upgrading course and a pass or fail status, it was found that some graduates had never been enrolled in an upgrading course and a few of those who did enroll had not passed their course. Because of time and resource constraints, the researcher chose to survey the 88 women as selected. It was also noted that Borg and Gall (1979) found that "a study that probes into the characteristics of a small sample often provides more knowledge than a study that attacks the same problem by collecting only shallow information on a large sample" (p. 197).

Research Instrument

The method of collecting data for this study was to send out a self-administered direct mail questionnaire. The researcher considered numerous examples and analyzed several formats of questionnaire design. Every effort was made to follow the general guideline set out by Ary, Jacobs and Razavieh (1985)

that "a well-constructed questionnaire is more likely to elicit a good response than a poorly constructed one" (p. 345). These authors identified seven factors which were found to influence the rate of returns for a mailed questionnaire. They were:

1. the length,
2. the cover letter,
3. the sponsorship,
4. the attractiveness,
5. the ease of completing and mailing back,
6. the interest aroused by the content, and
7. the follow-up procedures (p. 345).

Borg and Gall (1979) provided some additional guidelines for questionnaire format which they urged designers to consider carefully. Some of their recommendations were as follows.

1. Make the questionnaire attractive.
2. Organize and lay out questions so that the questionnaire is as easy to complete as possible.
3. Number the questionnaire items and pages.
4. Include brief, clear instructions, printed in bold type.
5. Use examples before any items that might be confusing or difficult to understand.
6. Organize the questionnaire in some logical sequence.
7. Begin with a few interesting and non-threatening items.
8. Do not put important items at the end of a long questionnaire (p. 298).

Some further instructions provided by Gay (1981) were also noted.

1. Include items that directly relate to the objectives of the study.
2. Use a structured or closed-form item wherever possible. (A structured item consists of a question and a list of alternative responses from which the respondent selects.)
3. Design a list of alternatives to include all possible responses.
4. Include an "other" category and a space for the respondent to write in a response not anticipated by the researcher (p. 160).

Ary et al. (1985, p. 351) strongly endorsed asking "colleagues who are familiar with the study to examine a draft of the questionnaire and give their opinion on whether the instrument will obtain the desired data and whether there are any problems that may have been overlooked". For this reason, a number of individuals were approached for assistance. The supervisor in the Grant MacEwan Community College (GMCC) Department of Research, Development and Evaluation and a sociologist in the Social Sciences Department at GMCC were consulted and asked to read a preliminary collection of questions. Assistance was received from two people working in the Division of Educational Research Services (DERS) at the University of Alberta for help in formatting and reducing potential ambiguities in

each of the potential questions. Finally, the Coordinator of the Instructional Development Department at GMCC and an editor working in that department reviewed and critiqued the content and style of the proposed questionnaire.

The final version of the questionnaire was four pages long, with text on both sides and divided into three sections. This model was considered consistent with those used for research in comparable post-secondary institutions in Canada. Respondents were asked to answer 28 questions to the best of their knowledge. They were also instructed to either circle only one answer or as many answers as were appropriate. For some questions, a brief written response was requested. A sample question and response was provided at the beginning of the first two sections.

Part I was designed to profile the applicants enrolled in the Grant MacEwan Community College Literacy Programs between 1977 and 1980. There were 16 multiple-choice questions. Six of the questions included an "other (please specify)" option response. Part II was designed to profile the program itself. Five of the questions were structured to measure

attitudes or opinions. A five-point rating scale ranging from very satisfied to very dissatisfied and a not-applicable option was constructed for two questions. In these two units, respondents were asked to rate the academic features and personal features of the program. Several of the options provided here were selected from Roueche and Kirk's "components of success" (1973) list which they suggested as factors that enhanced and enriched programs for nontraditional high-risk students. The other three questions involved a four point rating scale. Gay (1981) wrote that there are two problems associated with rating scales; one is the "halo effect" and the other the "generosity error". The former "lets overall feelings toward a person affect responses to individual items while the latter often results in a rater giving the person being rated the benefit of the doubt whenever the rater does not have enough knowledge to make an objective rating" (p. 128). The author states, however, that one way to ensure validity in such a study and to increase honesty of response is to give appropriate directions to the respondents who have been asked to complete the

instrument. Part III included questions about subsequent education and employment status. Six questions were asked in this section. Four were multiple-choice; one was designed with a four-point rating scale, and one required a short-answer response. Respondents were invited to write any additional comments on the back page of the questionnaire.

The structure of each question was kept simple and straight forward. The intent was to foster accuracy and to make allowances for the period of time that had elapsed since the respondents had been out of school. The participants were assured of confidentiality with a statement attesting to this highlighted in bold print at the beginning of the questionnaire as well as a comment written in the cover letter. The survey was also designed in such a way that the responses could be tallied efficiently by computer. A sample of the cover letter, questionnaire and questionnaire code book is located in Appendix 1, Appendix 2, and Appendix 3 respectively.

Field Test

According to Gay (1981, p. 163), "pretesting the questionnaire yields data concerning instrument

deficiencies as well as suggestions for improvement". Ary et al. (1985) also emphasized the importance of a preliminary check by stressing that "ambiguities, misunderstandings or other inadequacies" could be quickly identified by carrying out a pretest (p. 351). The questionnaire was field tested among 11 female students who were enrolled in two summer upgrading courses in July, 1989. One class was taught at Grant MacEwan Community College (GMCC) while the other group was instructed at Alberta Vocational Centre (AVC), Edmonton.

The instructor who conducted both classes briefly described the purpose of the follow-up study and the need for a pilot test of the questionnaire. She directed the women to complete the answers to the best of their ability despite the fact that none of the participants were graduates. The teacher also told the group that a lottery ticket would be given to each person who participated as a gesture of thanks. Several of them indicated a lottery ticket would be appreciated but not necessary. As a result of this field test, the design of three questions was revised slightly for better understanding by the respondents for whom the questionnaire was intended.

Research Procedures

Levine and Gordon (1958) recommended that maintaining a personal touch would maximize returns. Acting on this strategy, the researcher hand-addressed each envelope and personally signed each cover letter. Included in this hand-written envelope were the enclosure letter, a response card asking if the respondent wanted a summary of the findings of the survey, a return form indicating interest in attending a special dinner (the motive here was to encourage a prompt return of the questionnaire) and a prepaid addressed envelope. The envelope directed to the student featured the college name and logo and the researcher's name in the upper left-hand corner. Appropriate postage was hand affixed in the right-hand corner.

Slocum, Empey, and Swanson (1956) stressed the importance of acknowledging the individual's contribution and the special role of the respondent. This message was conveyed in the cover letter and again on the last page of the questionnaire. Snelling (1969) observed that if every possible effort was made such that the material received by the graduates appeared to

be prepared for them individually, then it was hoped that they would take the time and effort to complete and to return the questionnaire.

Eighty-eight questionnaires were mailed out Friday, August 11, 1989. Respondents were directed to return the completed documents by Friday, September 15, 1989. Twenty completed questionnaires were returned by the recommended deadline. One unanswered questionnaire was received from an individual who indicated that she did not wish to participate. Twenty-six envelopes were returned stamped by the post office "moved, address unknown". There were 41 names unaccounted for, that is, no letters were returned as undeliverable. As a result of this low rate of return, further attempts were made to solicit more responses.

Ary et al. (1985) suggested that one post card and two follow-up letters be used to serve as reminders to non-respondents. Borg and Gall (1979) wrote that "on some occasions as many as four follow-up letters are used" (p. 305). However, Gay (1981) noted that "mailings beyond a second are not generally too

effective" (p. 164). He also surmised that "some recipients have no intention of completing a questionnaire and some put it off so long they forget or lose it" (p. 164). He endorsed "other approaches until an acceptable percentage of returns is achieved" (p. 164). Finally, an observation made by Borg and Gall (1979) was that "non-respondents tend to achieved less academic success than respondents" (p. 308).

Because this researcher did not have much faith in the reliability of the remaining addresses because of the inaccuracies of the original list, any surge of mail as a result of follow-up letters would be doubtful. Consequently, a decision was made to telephone those respondents who did not acknowledge the package mailed out in August. Sixty-seven names and addresses from the original list were forwarded to the Grant MacEwan Community College Director of Community Relations who also oversees the Alumni Association Office. A request was made for a member of the alumni department to search the files in order to locate more current addresses and telephone numbers of the graduates who did not respond to the questionnaire. The director, at first, was somewhat reluctant to support this request for assistance indicating that a

precedent would be set for any future inquiries by other faculty members. Claiming an already overworked staff and that helping an instructor with a follow-up study was a "low priority item", there was some concern as to whether or not this critical information would be provided by this office. To emphasize the seriousness of this request, the researcher assured the director that the college administration supported the study because it would benefit the institution, and this particular information was only available in the alumni records because so many years had passed. Notwithstanding this, college regulations rule that only members of the alumni association are authorized to access alumni files. It was also indicated that the registrar's office purged student files after two years; therefore, any current information from this source is simply not available. After a brief deliberation, an agreement was reached and within ten days, some revised information was released to the researcher.

It was confirmed that six students who had moved with no forwarding address also had no current

telephone number. However, 17 new addresses and many new telephone numbers for both home and work were furnished. As a result, another set of questionnaires was sent out to the 17 individuals asking for a return by September 29, 1989. As an additional incentive for encouraging the respondents to support this follow-up study, the researcher offered a lottery ticket to each individual who submitted a completed questionnaire.

Over the next two week period, at least 45 phone calls were placed to students asking for their cooperation. These subsequent telephone conversations did increase the number of participants but garnered a variety of responses. One person indicated that she was never enrolled at any time in a college program. One lady hung up without offering any explanation. Seven simply said that they were not interested. Two numbers were not in service. Two parents stated that their daughters no longer lived at home, and that they definitely would not give out their telephone numbers. They assured the researcher, nevertheless, that they would either forward the envelope or phone a reminder themselves. Two other parents, however, did without hesitation provide forwarding addresses.

One other resource group approached at this time for some possible current data involved the instructional assistants (IAs) for the students' respective program. Eight IAs were contacted by memo and asked if they could assist the researcher by reviewing the department files for confirmation of current addresses and phone numbers of their graduates. The information gained was minimal only because each program indicated that it relied almost exclusively on the function of the alumni office to keep track of and maintain the records of the college's graduates. All of the IAs replied and concurred that they generally forwarded to the alumni office any changes of addresses, phone numbers or employment status if such information was received in their department.

Over a two-month period (October and November, 1989), responses averaged only two or three per week. During the second last week in November, ten individuals were phoned a second time and asked again if they would complete the questionnaires as they had previously indicated they would. Of this targeted group, five people submitted completed responses. A total of 20 lottery tickets had been mailed out

promptly as promised to those who sent in their responses. By November 30, 1989, a decision was made to cease solicitation. At that time 44 questionnaires or 50 per cent of the sufvey participants had returned their envelopes.

Data Analysis

The questionnaires received from the 44 respondents were perused for completeness and legibility. The researcher then verified in the registrar's office the respondent's accuracy in marking the developmental courses in which they enrolled. This was the only aspect of the questionnaire adjusted because of incomplete or incorrect choices. The responses were then coded by hand following the guide outlined in the questionnaire code book (see Appendix 3). After this task was completed and reviewed for any errors, the papers were delivered for processing to the computer entry operator working in the Division of Educational Research Services (DERS) at the University of Alberta. The operator transferred the information to key punch sheets and punched the information onto

data processing cards. The data were then analyzed statistically by computer using the Statistical Package for the Social Sciences (SPSSx). Variables were named and a value label was assigned. Next, frequencies and percentages for each variable were printed. Information from the computer output was then summarized into tables which appear in Chapter 4.

Chapter 4

Findings

Introduction

The purpose of this study was to provide a descriptive profile of female applicants who enrolled in the Grant MacEwan Community College (GMCC) Literacy Program and to describe the major features of the program that assisted female students with their subsequent college program. This section answers the questions proposed in Chapter 1. Relevant data were obtained through a mail-out questionnaire. Chapter 4 presents an outline of the results of the study and an analysis of the data obtained from the questionnaires completed and returned by the 1977-1980 women graduates from GMCC.

Results of the Study

The questionnaire was divided into three sections. The sections are discussed in order of occurrence in the questionnaire.

Part 1: Profile of the Applicants. Based on the findings from the demographic portion of the

questionnaire, the following profile emerged of the women who enrolled in the Grant MacEwan Community College (GMCC) Literacy Program between 1977 and 1980. Table 1 shows that 52 percent applied to the college in preparation for an intended career or occupation while 36 percent applied for a particular college program. Table 2, which indicates the enrollment by college division, shows that 41 percent of the respondents were registered in the Business Division, 46 percent in the Community Services Division, two percent in the Health Sciences Division and 11 percent in the Performing, Visual and Communication Arts Division.

Only one person or two percent of the sample graduated from a college program in 1978 (see Table 3); however, the number of graduates increased noticeably over the next three years to a high of 25 percent in 1981. Thereafter, the percentage decreased to four percent in 1984. One respondent answered that she graduated from her college program as recently as 1989. This individual first registered in the Literacy Program in 1980 but did not go on immediately to complete a college program leading to a diploma or a certificate. She returned some years later and

enrolled again in the Literacy Program. After successfully completing her upgrading courses, she then registered in a college program and after meeting the requirements she received a certificate in 1989.

Table 1

Distribution of Respondents Reporting Reasons for Applying to Grant MacEwan Community College (GMCC)

Reasons for Application	Respondents N	Respondents %*
Preparation for intended career	23	52
Particular college program	16	36
Preparation for future education	3	7
For personal development	2	5
	44	100

* All percentages have been rounded to the nearest whole number.

Table 2

Distribution of Respondents by College Division

College Divisions	Respondents N	%
Business	18	41
Community Services	20	46
Health Sciences	1	2
Performing, Visual and Communication Arts	5	11
	44	100

Table 3

Distribution of Respondents by Year of Graduation

Year of Graduation	Respondents N	%
1978	1	2
1979	10	23
1980	9	21
1981	11	25
1982	7	16
1983	3	7
1984	2	4
1989	1	2
	44	100

In terms of age distribution, there appears to be two distinctive age groupings. Fifty-nine percent of the respondents who enrolled in the Literacy Program ranged in age from 17 to 21 years. The next largest group at 27 percent were 30 years of age and older (see Table 4). Table 5 reveals that 62 percent of the respondents were single while 27 percent of the applicants were married. The statistics provided in

Table 6 show that 41 percent of the respondents lived with their parents while 25 percent lived on their own. Twenty-three percent of the respondents lived in a cohabitation or common-law situation.

Seventy-three percent of the applicants had no dependents (see Table 7). Of the 17 individuals noted in Table 8 who had dependents, the responses indicated that the highest proportion were mainly of school age. To round out the profile, Table 9 shows that, during the time period under consideration (1977 to 1980), 93 percent of the enrollees were Canadian citizens.

Table 4

Distribution of Respondents by Age Category at Enrollment

Age Category in Years	Respondents N	%
17 - 21	26	59
22 - 25	2	5
26 - 29	4	9
30+	12	27
	44	100

Table 5

Distribution of Respondents by Marital Status

Marital Status	Respondents N	%
Single	27	62
Married	12	27
Divorced	4	9
Common-law	1	2
	44	100

Table 6

Distribution of Respondents by Living Arrangements

Living Arrangements	Respondents N	%
On Own	11	25
With Parents/Relative	18	41
Shared Rent	5	11
Cohabitation	10	23
	44	100

Table 7

Distribution of Respondents with Dependents

Number of Dependents	Respondents N	%
None	32	73
One	2	5
Two	5	11
Three+	5	11
	44	100

Table 8

Distribution of Respondents with Dependents by Age

Age of Dependents	Respondents n	%
Preschool	2	12
School	12	71
18 Years+	3	17
	17	100

Table 9

Distribution of Respondents by Citizenship

Citizenship	Respondents N	%
Canadian	41	93
Landed Immigrant	2	5
Student Visa	1	2
	44	100

According to Table 10, the largest user-group of the Literacy Program at 59 percent were individuals who had graduated from high school. The next largest constituents were the 18 percent who had some high school education. Table 11 indicates that 73 percent of the respondents who enrolled in the Literacy Program left school because they graduated. Sixty-eight percent of the applicants were out of school for up to three years before they enrolled at the college (see Table 12). At the other end of the scale was a distinctive group (16 percent) who had been out of school from 20 - 29 years before they decided to enroll in upgrading courses at a community college.

Table 10

Distribution of Respondents by Highest Level of Education Completed Prior to Entry

Education Level	Respondents N	%
Junior High School	1	2
Some High School	8	18
High School Graduate	26	59
Some College	1	2
College Diploma	2	5
Vocational Training	3	7
Nursing Diploma	1	2
Some University	2	5
	44	100

Table 11

Distribution of Respondents by Reasons for Leaving School

Reasons for Leaving School	Respondents N	Respondents %
Graduated	32	73
Financial Pressures	2	5
Boredom	3	7
Obtained Employment	3	7
Medical	1	2
Family Commitments	1	2
Emigration	2	4
	44	100

Table 12

Distribution of Respondents by Number of Years Out of School

Years Out of School	Respondents N	%
0 - 3	29	68
4 - 9	4	8
12 - 16	3	6
20 - 29	7	16
35+	1	2
	44	100

Of the six courses offered in the Literacy Program, the most highly subscribed to were the Fundamentals of Writing course (EN 003.0) with 17 enrollees or 27 percent and the Reading Development II course (RD 002.0) with 24 enrollees or 38 percent (see Table 13). The primary reason for the higher enrollment in these two courses was because applicants were directed to take the writing and reading upgrading classes as a result of their performance in the mandatory skills appraisal test.

Table 13

Distribution of Respondents by Course Enrollment

Course Number and Name	Respondents n	%
EN 001.0 Introduction to English	8	12
EN 002.0 Writing Techniques	8	12
EN 003.0 Fundamentals of Writing	17	27
RD 001.0 Reading Development I	5	8
RD 002.0 Reading Development II	24	38
MM 001.0 Introduction to Mathematics	2	3
	64	100

According to Table 14, 68 percent of the respondents were financially self-supporting. Twelve percent of the respondents replied that they were assisted by their parents while only 10 percent were financed by student loans. Table 15 indicates that 96 percent of the respondents lived in Edmonton while they

attended their upgrading classes. The major form of transportation used by literacy students (55 percent) to come to the college campus was their own car. Forty-five percent of the students used public transit (see Table 16).

Table 14

Distribution of Respondents by Methods of Funding

Methods of Funding	Respondents N	Respondents %
Self-supporting	30	68
Student Loan	4	10
Social Assistance	2	4
Indian Affairs	1	2
Parents	5	12
Husband	1	2
Alimony	1	2
	44	100

Table 15

Distribution of Respondents by Permanent Address at Time of Enrollment in Literacy Program

Permanent Address	Respondents N	%
Edmonton	42	96
Outside Edmonton Area	2	4
	44	100

Table 16

Distribution of Respondents by Method of Transportation to College Campus

Method of Transportation	Respondents N	%
Public Transit	20	45
Own Car	24	55
	44	100

Part 2: Profile of Grant MacEwan Community College (GMCC) Literacy Program. The questions in Part 2 were designed to present a profile of the college's Literacy Program as viewed by the respondents. They were asked to rate the extent to which they felt that the upgrading courses they completed provided them with the knowledge and skills they lacked. Table 17 shows that 32 percent felt that the courses they completed helped to a great extent while 40 percent felt that the courses helped to some extent. Table 18 reports that 16 percent of the respondents rated the Literacy Program of very great importance in determining their future employment plans. Thirty-four percent of the respondents rated the program of great importance and another 34 percent rated the program of some importance to the future employment plans they made. Respondents were asked to rate the degree to which the knowledge and skills gained from the upgrading courses helped in subsequent college program course work. Table 19 indicates that 32 percent of the respondents reported the courses as being very helpful; 36 percent reported the courses as being helpful.

Table 17

Distribution of Respondents Reporting on the Extent of Providing Knowledge and Skills Through College Upgrading Courses

Provision of Knowledge and Skills	Respondents N	%
Great Extent	14	32
Some Extent	18	40
Limited Extent	7	16
Not at all	5	12
	44	100

Table 18

Distribution of Respondents Reporting on Importance of the Literacy Program on Future Employment Plans

Importance of Program	Respondents N	%
Very Great Importance	7	16
Great Importance	15	34
Some Importance	15	34
No Importance	7	16
	44	100

Table 19

Distribution of Respondents Reporting on Degree of Help from Upgrading Courses Towards College Program Course Work

Degree of Help	Respondents N	%
Very Helpful	14	32
Helpful	16	36
Somewhat Helpful	7	16
Not Helpful	7	16
	44	100

Participants were asked to rate six academic features of the Literacy Program. The scale ranged from very satisfied to very dissatisfied. There was also a not applicable option. In another similar question, respondents were asked to rate six personal features of the program according to the same scale. The results of these assessments appear in Tables 20 and 21. The information presented in Table 20 shows that a majority of the participants were satisfied with such features as affordable tuition (66 percent), small classes (70 percent), student progress interviews (50 percent), short-term, intensive classes (50 percent), skills diagnosis (64 percent), and skills centre assistance (66 percent).

The personal features listed in Table 21 report that 56 percent of the respondents were satisfied with the individualized instruction; 78 percent were satisfied with the feeling of comradeship among classmates; 61 percent were satisfied with the emotionally supportive classroom atmosphere; 48 percent were satisfied with the counselling services and 67 percent were satisfied with the in-class student orientation sessions. It appears, however, that during

the 1977 - 1980 spring/summer sessions, day-care facilities were not seen as an essential component of the program because 87 percent of the respondents replied that the services were not applicable. Finally, Table 22 reports that more than half of the respondents (78 percent) would recommend enrolling in an upgrading program to their friends or acquaintances. Following is the collection of the responses offered by these former literacy students:

"The program had a great deal of practical implication."

"The courses prepared me for college level work."

"If it will help in the slightest way, it is worth taking an upgrading course."

"I believe literacy is the root to successes in an individual's life."

"I believe it is a good program especially if you come from another country. It helps you get ahead."

"It's helpful to refresh or upgrade if you've been out of school for a while."

"It's a very good start for someone who hasn't been in school for a while."

"The instructors presentation towards learning was always impressive, knowledgeable, and well-informed."

"For personal growth, to gain self-confidence, to further one's education were what I got from the program."

"This program is particularly beneficial to persons who have been out of school for some time."

"The course improved my English and writing skills. It also gave me an idea of what to expect when I enrolled full time in a college program."

"Courses are good and instructors are very dedicated."

"Personally, it gave me the confidence to go further with my studies."

"I would suggest the upgrading as a 'refresher' - especially for people returning to a post-secondary education after being away from school for a while."

"Before the literacy program, according to the skills appraisal, I was basically illiterate. Now, not only can I read, I can understand what I am reading."

Table 20

Distribution of Respondents' Degree of Satisfaction According to Selected Academic Features

Academic Features	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable	Total
Tuition	7(16)*	29(66)	0(0)	0(0)	8(18)	44(100)
Class Size	8(19)	31(70)	2(4)	0(0)	3(7)	44(100)
Personal Interviews	11(25)	22(50)	2(4)	4(9)	5(12)	44(100)
Intensive Classes	11(25)	22(50)	1(2)	2(4)	8(19)	44(100)
Skills Diagnosis	5(12)	28(64)	6(13)	4(9)	1(2)	44(100)
Skills Centre Help	7(16)	29(66)	3(7)	3(7)	2(4)	44(100)

* Numbers in parentheses indicate row percentages

Table 21

Distribution of Respondents' Degree of Satisfaction According to Selected Personal Features

Personal Features	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable	Total
Individual Instruction	7(16)*	25(56)	3(7)	4(9)	5(12)	44(100)
Comradeship	1(2)	34(78)	2(4)	2(4)	5(12)	44(100)
Supportive Classroom	7(16)	27(61)	5(12)	2(4)	3(7)	44(100)
Daycare	2(4)	4(9)	0(0)	0(0)	38(87)	44(100)
Counselling	3(7)	21(48)	0(0)	1(2)	19(43)	44(100)
Orientation	4(9)	29(67)	2(4)	2(4)	7(16)	44(100)

* Numbers in parentheses indicate row percentages

Table 22

Distribution of Respondents' Recommendation to Others for Future Enrollment in Literacy Programs

Recommendation for Future Enrollment	Respondents N	%
Yes	34	78
No	10	22
	44	100

Part 3: Post-Program Profile. The questions in the last section were designed to elicit responses from students about their employment status after graduating from a college program. Fifty percent of the respondents said that they continued to further their education (see Table 23). Twenty-five percent of this group reported that they went on to enroll in a university program. According to Table 24, a majority of the graduates (82 percent) said that they looked for employment directly upon graduation. Thirty-nine percent obtained a job immediately and another 39 percent were employed after three months (see Table 25). Table 26 shows that a large portion of the

college program graduates agreed that their first job after graduation was related to the program from which they received their diploma or certificate. It seems, too, that the majority of graduates (79 percent) were generally satisfied with the job they obtained immediately after graduation (see Table 27). Following are all of the comments volunteered by those who marked very satisfied or satisfied as a choice of response about their job satisfaction:

> "I am still employed at the same job."
>
> "Well, I'm still with the same company after graduating (seven years)."
>
> "I obtained the exact kind of employment which prepared me from my previous program at GMCC."
>
> "My future dream of employment as a social worker came true!"
>
> "I enjoy the field I'm working in and I'm still at the same job I obtained after graduating."
>
> "I'm still employed very happily into my ninth year."
>
> "I am very satisfied with my challenging fast-paced job."
>
> "I stayed with my first job for eight years."
>
> "How could you not be happy if you found a job that you really like?"

Table 23

Distribution of Respondents According to Continuation of Education after College Graduation

Continued After Graduation	Respondents N	%
Another GMCC Program	8	18
Another College or Technical Institute Program	3	7
University Program	11	25
No Response	22	50
	44	100

Table 24

Distribution of Respondents According to Active Employment Search Upon Graduation

Active Employment Search	Respondents N	%
Yes	36	82
No	8	18
	44	100

Table 25

Distribution of Respondents According to Months Required to Find Employment

Months to Find Employment	Respondents N	Respondents %
Immediately	17	39
1 - 3	17	39
4 - 6	3	7
No Response	7	15
	44	100

Table 26

Distribution of Respondents According to Program Training in Relation to First Job

Program Training Related to First Job	Respondents N	Respondents %
Yes	34	77
No	9	21
No Response	1	2
	44	100

Table 27

Distribution of Respondents Reporting on Degree of Satisfaction with First Job

Degree of Satisfaction	Respondents N	%
Very Satisfied	19	43
Satisfied	16	36
Unsatisfied	3	7
Very Unsatisfied	4	9
No Response	2	5
	44	100

On the last page of the questionnaire, respondents were invited to write their impressions of the Literacy Program for the researcher. Here are the comments from those who responded:

> "The literacy program is an excellent tool to require before going to college. Once in the college program course, the reading material is very heavy. Without the skills I acquired, I seriously doubt how much I could have made it through the course."

> "I received my formal education in France. Upgrading was the key to a door leading me to what I wanted - a travel consultant diploma."

"It was a very good program and good groundwork for further study of the English language. I recommend the Grant MacEwan Literacy Program to anyone who has weak vocabulary and poor background in the English language. Presently I am substituting for both the Edmonton Public and Separate School Boards. I often have to teach Language Arts, but I feel confident about it."

"Your literacy program was the basic reason that I was able to pass the courses in my accounting and business administration programs. The presence of an approachable teacher who cares is also of great value. In my opinion, your literacy courses do work, expand the mind and are an excellent bridge to program courses."

"The instruction and caring concern demonstrated to me at that time in my life was very beneficial and critical in my having the confidence to go on to my college career. It was the most supportive positive learning experience that I have had. The basic skills I learned in the literacy program have helped me in my career. I am a single parent with four children and I am now earning in the $40,000/year salary bracket. My college diploma has enabled me to not only work at a job I thoroughly enjoy, but also provide a good standard of living for my children."

Analysis of the Results

Profile of a Literacy Student. A distinctive profile of the female student who enrolled in the college literacy program emerged from this study. She was a Canadian citizen between 17 and 21 years of age, single with no dependents, living at home with her parents, a high school graduate out of school for at least three years, financially self-supporting, and

required to take upgrading courses because of the college's mandatory skills appraisal test. The findings also revealed another distinctive group of students who took upgrading courses. They were women who were 30 years of age and older, had been out of school for more than 20 years, and had returned to the classroom in preparation for an intended career.

Profile of a Literacy Program. According to the respondents who participated in this study, a successful literacy program provided students with the basic literacy and study skills they lacked. For some, it helped determine the student's future employment plans. The upgrading courses assisted underprepared students with completing subsequent college program course work. There were some selected features that could be identified as useful in an effective literacy program. Students indicated that they benefitted from small classes, regular student-instructor progress interviews and the short-term intensive format. Diagnosis of weaknesses of literacy skills and tutorial assistance provided in the Learning Skills Centre were equally important. From a personal standpoint, students responded that they valued the individualized

prescribed instruction, the feeling of comradeship among their classmates, and the personalized emotionally supportive classroom atmosphere. In-class student orientation sessions also provided a feeling of support and inspired confidence. Two features that were not seen as essential at this time were counselling services and the availability of day-care facilities. Finally, over half the participants indicated that they would recommend enrolling in upgrading courses to their friends or acquaintances which must reflect some degree of student satisfaction.

Post-Program Analysis. The findings from this study also revealed some particular trends after graduation. Over half the graduates continued their education by enrolling in yet another GMCC program, in another community college or technical institute, or even in a university program. It also appeared that those who looked for employment immediately after graduation found a job almost immediately or within a three month period. More importantly, their employment was in the area in which they were trained. Generally, too, the majority claimed to be satisfied with her first job upon graduation.

Chapter 5

Conclusions, Implications, Recommendations

Introduction

The final chapter draws some conclusions from the findings, reports some general implications, and proposes recommendations for future study.

The purpose of this study outlined in Chapter 1 was twofold. One intention was to provide a descriptive profile of women who enrolled in the Grant MacEwan Community College (GMCC) Literacy Program. A second purpose was to describe the major features of the GMCC Literacy Program that women perceived as assisting them with their future college programs.

Conclusions

A number of the "components of success" listed by Roueche and Kirk in Chapter II were evident in the design of the Grant MacEwan Community College (GMCC) Literacy Program. Some similar features that were rated as valuable by the participating women literacy students at GMCC who graduated included such components

as a committed faculty, a variety of instructional methodologies and teaching strategies, and a positive program image.

For many women, it appeared that completing upgrading courses was a step to obtaining a job or preparation for further training. Some of the graduates felt that, as a result of completing their studies, the quality of their lives would be improved and enriched. It was apparent, too, that a supportive atmosphere for the woman learner seemed likely to help her capacity for learning. It was important to the researcher that 32 out of 44 respondents requested that they would like to receive a summary of the findings of this study.

Statistics released during the International Literacy Year 1990 reported that one-third of the five million Canadians who cannot read or write or use numbers well enough to meet literacy demands in today's society are high school graduates. It cannot go unnoticed that one of the findings of this study was that high school graduates, as well, made up a large portion (59 percent) of the student body enrolled in the literacy program.

Implications

The results of this study provide some general implications. The first implication is that a comfortable, non-threatening learning environment benefits underprepared college students by providing the necessary support that enables them to develop their basic literacy skills. A second implication is that attention to the appropriate diagnosis of strengths and weaknesses of students' basic education skills, a small class size, and one-on-one learning assistance are important factors contributing to students' passing their upgrading courses. Another common implication is that literacy programs for the academically disadvantaged must reach those who need them most.

Finally, as we enter the nineties, it is becoming evident that more and more of the population will require skills training and retraining or career enhancement. For those who are underprepared or have been low-achieving students, the need for appropriate educational programs to address these weaknesses will be essential.

Recommendations for Future Study

The following research topics are proposed for future study:

1. Determine the reliability of record-keeping procedures and efficiency of the retrieval systems at Grant MacEwan Community College (GMCC) before undertaking any future research tasks.
2. Conduct comprehensive follow-up studies on both male and female graduates from the Grant MacEwan Community College (GMCC) academic upgrading programs offered since 1980 so that the college can document the progress of students who required remediation.
3. Conduct a study to determine if GMCC students who participate in developmental programs are retained at higher levels than students who do not persist or at least earn grades that are comparable to the grades earned by other students not in developmental courses.
4. Initiate a study to determine how community colleges in Canada can efficiently and effectively serve the increasing number of underprepared students seeking admission.

5. Conduct a survey to determine the existence of current literacy programs in community colleges or technical institutes across Canada and identify how they are meeting the needs of students.

REFERENCES

Association of Canadian Community Colleges (ACCC). (1989). Literacy in the colleges and institutes: A focus on community partnerships. (Available from Fanshawe College of Applied Arts & Technology, P.O. Box 4005, London, ON N5W 5H1)

Adams, J., & Fulton, E. K. (1988, September 6). $50 M to fight illiteracy. The Edmonton Journal, p. 2.

Alberta Vocational Centre. (1988). Course Calendar 1988-90. Edmonton, AB: Author.

Ary, D., Jacobs, L. C., & Razavieh, A. (1985). Introduction to research in education (3rd ed.). New York: CBS College Publishing.

Barrington, G. V. (1977). Literacy 77: An evaluative report of an intensive summer program in reading and writing skills (May 3 - August 19, 1977). (Available from Grant MacEwan Community College, P.O. Box 1796, Edmonton, AB T5J 2P2)

Barrington, G. V. (1978). Literacy 78: An evaluative report (May 5 - August 23, 1978). (Available from Grant MacEwan Community College, P.O. Box 1796, Edmonton, AB T5J 2P2)

Barrington, G. V., & Oliver, C. (1979). Literacy 79: Final report. (Available from Alberta Vocational Centre, 10215 - 108 Street, Edmonton, AB T5J 1L6)

Berghofer, D. E., & Vladicka, A. S. (1980). Access to opportunity 1905-80: The development of post-secondary education in Alberta. Edmonton: Alberta Educational Communications Corporation.

Bolton, M. G. (1975). Re-entry women: Some programmatic considerations. California State University, Davis. (ERIC Document Reproduction Service No. ED 111 950)

Borg, W. R., & Gall, M. D. (1979). Educational research: An introduction (3rd ed.). New York: Longman Inc.

Bryant, A. L. (1986). The re-entry of women into higher education. Washington, DC: American Association of University Women.

Burt, S., Code, L., & Dorney, L. (Eds.). (1988). Changing patterns: Women in Canada. Toronto: McClelland and Stewart.

Cairns, J. C. (1988). Adult illiteracy in Canada. Toronto: Council of Ministers of Education, Canada.

Calamai, P. (1987). Broken Words: Why five million Canadians are illiterate: A special Southam survey. Toronto, ON: Southam Newspaper Group.

Canadian Encyclopedia. (1988). Edmonton: Hurtig Publishers.

Canadian Manufacturers' Association (CMA). (1987). Keeping Canada competitive: The importance of postsecondary education. Toronto, ON: Author.

Chang, K. L. (1987). Organizing adult literacy and basic education in Alberta. Learning, 5(1), 18-21.

Cohen, A. M. (1979). Should we segregate the functionally illiterate? Community and Junior College Journal, 49(7), 14-18.

Cohen, A. M. (1987). Responding to criticism of developmental education. In K.M. Ahrendt (Ed.), Teaching the developmental education student. New Directions for Community Colleges, no. 57. San Francisco: Jossey-Bass.

Cohen, A. M., & Brawer, F. B. (1982). The American community college. San Francisco: Jossey-Bass.

Commission on Educational Planning. (1972). A choice of futures. Edmonton: Queen's Printer.

Cook, W. D. (1977). Adult literacy in the United States. Newark, DE: International Reading Association.

Creigh, J. C. (1977). Stepping through the open door: The underprepared student and his problems. English Quarterly, 20, 37-44.

Cross, K. P. (1971). Beyond the open door. San Francisco: Jossey-Bass.

Dennison, J. D., & Gallagher, P. (1986). Canada's community colleges: A critical analysis. Vancouver: University of British Columbia Press.

Devereaux, M. S. (1985). One in every five: A survey of adult education in Canada. Ottawa: Statistics Canada and Education Support Sector, Department of the Secretary of State.

Drinkell, S., & Hemmingway, B. (1982). Final report: Literacy 82 (Available from Alberta Vocational Centre, 10215 - 108 Street, Edmonton, AB T5J 1L6)

Drinkell, S., & Hemmingway, B. (1983). Preparation for college: Final report. (Available from Alberta Vocational Centre, 10215 - 108 Street, Edmonton, AB T5J 1L6)

Fadale, L. M., & Winter, G. M. (1987). Evaluating developmental studies programs in two year colleges: A consensus approach. Albany: New York State Education Department, Bureau of Grants Administration. (ERIC Document Production Service No. ED 290 903)

Gaskell, J. S., & McLaren, A. T. (Eds.). (1987). Women and education: A Canadian perspective. Calgary, AB: Detselig Enterprises Limited.

Gay, L. R. (1981). Educational research: Competencies for analysis and application (2nd ed.). Columbus, OH: Charles E. Merrill Publishing Co.

Grant MacEwan Community College. (1978). Annual report 1977-78. Edmonton, AB: Author.

Grant MacEwan Community College. (1979). Annual report 1978-79. Edmonton, AB: Author.

Grant MacEwan Community College. (1981). Annual report 1980-81. Edmonton, AB: Author.

Grant MacEwan Community College. (1980). Long range planning committee final report. Edmonton, AB: Author.

Grant MacEwan Community College. (1988). Calendar 1988-1990. Edmonton, AB: Author.

Gray, D., & Paproski, E. (1980). Final report: Literacy 80. (Available from Alberta Vocational Centre, 10215 - 108 Street, Edmonton, AB T5J 1L6).

Hardin, C. J. (1988). Access to higher education: who belongs? Journal of Developmental Education, 12(1), 2-6.

Kellman, E., & Staley, B. (1974). The returning woman student: Needs of an important minority group on college campuses. Student Development Report, Vol. 12, no. 2, Colorado State University Counselling Center. (ERIC Document Reproduction Service No. ED 103 747)

Lauridsen, K. V. (1982). At the end of the bridge: The freshman year and beyond. In K.V. Lauridsen and C. Meyers (Eds.), Summer programs for underprepared freshmen. New Directions for College Learning Assistance, no. 10. San Francisco: Jossey-Bass.

Levine, S., & Gordon, G. (1958). Maximizing returns on mail questionnaires, Public Opinion Quarterly, 22, 568-575.

McGrath, D., & Spear, M. B. (1987). The politics of remediation. In K.M. Ahrendt (Ed.), Teaching the developmental education student. New Directions for Community Colleges, no 57. San Francisco: Jossey-Bass.

McIntosh, R. G., Bryce, R. C., Fisher, G. L., & Mowat, G. L. (1971). The community college in Canada: Present status/future prospects. Report of the Proceedings of the First Annual Banff Leadership Conference on College Administration Banff, Alberta, June 17-19, 1970. Edmonton, AB: University of Alberta.

McNeil, M. (1981). Grant MacEwan Community College: The literacy project 1977-1980. Unpublished manuscript, University of Alberta, Edmonton.

Melko, J. (1989). Myths and facts about developmental education. Ohio Association for Developmental Education (OADE), 2, 10.

Moore, K. M., & Veres, H. C. (1975). A study of two year college women in central New York state: Characteristics, career determinants and perceptions. State University of New York, Ithaca. Cornell Institute for Research and Development in Occupational Education. (ERIC Document Reproduction Service No. ED 103 069)

Myers, C., & Drevlow, S. (1982). Summer bridge: Evaluating a dropout intervention program for minority and low-income students. In K.V. Lauridsen and C. Meyers (Eds.), Summer programs for underprepared freshmen. New Directions for College Learning Assistance, no. 10. San Francisco: Jossey-Bass.

Nist, S. L. (1985). Developmental versus remedial: Does a confusion of terms exist in higher education reading programs? Journal of Developmental Education, 8 (3), 8-10.

O'Connor, T. J. (1965). Follow-up studies in junior colleges: A tool for institutional improvement. Washington, DC: American Association of Junior Colleges.

Pipa, A. (1986, September 6). Economic cost of illiteracy emerging. The Globe and Mail, pp. 1, 4.

Polanyi, M. (1985, September 7). Literacy of college students found declining. The Globe and Mail, p. 6.

Roueche, J. E., Baker, G. A., & Roueche, S. D. (1987). Open door or revolving door? Open access and the community college. Community, Technical, and Junior College Journal, 57(5), 22-26.

Roueche, J. E., & Kirk, R. W. (1973). Catching up: Remedial education. San Francisco: Jossey-Bass.

Skinner, E. F., & Carter, S. (1987). A second chance for Texans: Remedial education in two-year colleges. National Center for Postsecondary Governance and Finance. Tempe, AZ. (ERIC Document Reproduction Service No. ED 297 783)

Slocum, W. L., Empey, L. T., & Swanson, H. S. (1956). Increasing response to questionnaires and structured interviews. American Sociological Review, 21, 221-225.

Snelling, W. R. (1969). The impact of a personalized mail questionnaire. Journal of Educational Research, 63(3), 126-129.

Thomas, A. M. (1983). Adult illiteracy in Canada: A challenge. Ottawa: Canadian Commission for UNESCO.

Wilson, P. (1981). Literacy 79 and 80 follow-up. Edmonton: Grant MacEwan Community College, Department of Research, Development and Evaluation.

Women's Career Resources, Career Programs and Resources Branch of Alberta Career Development and Employment. (1988). Directions, a woman's guide for returning to work. Edmonton, AB: Author.

APPENDIX 1

COVER LETTER

Grant MacEwan Community College

Mailing Address
PO Box 1796, Edmonton
Alberta, Canada T5J 2P2

August, 1989

Dear Alumnae:

I am presently involved with a very special research project. You have been selected to be part of my study group. The purpose of my study is to describe the Grant MacEwan Community College Literacy Program and how it assisted female students in their future education.

This study and your participation are very important to Grant MacEwan Community College. I am especially interested in knowing your reactions as you reflect on your time in the Literacy Program and the courses you took at the College.

I would appreciate it if you would complete the enclosed questionnaire and mail it to me in the prepaid addressed envelope as soon as possible. All of your answers will be treated confidentially. Your name will not be recorded with any of the information you provide. A copy of the results of the study will be sent to you if you should want one. Please indicate this on the request card and enclose it with the completed questionnaire. If you do not want to participate, please write this on the unanswered document and return it to me. I will then take your name off my survey list.

As a bonus, however, if you will fill out the accompanying form with your name, address and telephone number, I will enter it in a draw for an exclusive invitation for two guests to the gala MacEwan Recognition Dinner to be held October 23, 1989 at the Edmonton Convention Centre.

Your cooperation is truly appreciated.

Sincerely,

Dorothy Gray
Instructor
Student Study Services

/mw

Encl

Seventh Street Plaza North
10000 - 107 Street
T5J 3E4
(403) 441-4600

Jasper Place Campus
10045 - 156 Street
T5P 2P7
(403) 483-4411

Cromdale Campus
8020 - 118 Avenue
T5B 0R8
(403) 474-8521

Mill Woods Campus
7319 - 29 Avenue
T6K 2P1
(403) 462-5501

APPENDIX 2

QUESTIONNAIRE

STUDENT NUMBER: _____

QUESTIONNAIRE 1-2

A DESCRIPTIVE STUDY OF THE GRANT MacEWAN COMMUNITY COLLEGE LITERACY PROGRAM (1977-80) IN ASSISTING FEMALE STUDENTS WITH THEIR FUTURE EDUCATION.

Please answer the following questions to the best of your knowledge. All replies will be held in strict confidence and only group results will be reported.

Record your answer by circling the appropriate letter or writing your response in the space provided. Do not write in the right-hand column. This area is for statistical analysis only.

Part I

PROFILE OF THE APPLICANTS ENROLLED IN THE GRANT MacEWAN COMMUNITY COLLEGE (GMCC) LITERACY PROGRAM (1977-80)

Sample Question:

I first learned about GMCC from:

a. a friend (c.) a bus advertisement

b. a newspaper d. a college calendar

Computer Use Only

1. Why did you apply to GMCC? (Circle only one letter.) ____ 3

   a. Preparation for an intended career or occupation

   b. Particular College program

   c. Preparation for future education

   d. For personal development

   e. Other (please specify) _____

2. Name the College program from which you graduated. ____ 4-5

   _____

3. In what year did you graduate from your College program? ____ 6-7

   _____

4. How old were you when you enrolled at GMCC in the Literacy Program? ____ 8

   a. 17-21 years c. 26-29 years

   b. 22-25 years d. 30+ years

over

5. What was your marital status when you enrolled? 9

   a. Single, never married
   b. Married
   c. Divorced/separated
   d. Widowed
   e. Other (please specify) _____

6. What was your living arrangement when you enrolled? 10

   a. Lived on your own
   b. Lived with parents/relative
   c. Lived in a shared-rent situation
   d. Lived in a cohabitation/common-law situation
   e. Other (please specify) _____

7. How many dependents did you have at the time of your enrollment? 11

   a. None
   b. One
   c. Two
   d. Three or more

8. If you had dependents, were they:
   (Circle as many as are appropriate) 12

   a. preschool age? 13
   b. school age? 14
   c. 18 years or older? 15

9. When you enrolled in the program, were you:

   a. a Canadian citizen?
   b. a landed immigrant?
   c. on a student visa?

10. What was the highest level of education you completed prior to your entry to GMCC? 16

    a. Junior High School
    b. Some High School
    c. High School Graduate
    d. Some college
    e. College diploma
    f. Vocational/technical training
    g. Other (please specify) _____

11. Why did you leave elementary or junior high or senior high? 17

a. Graduated
b. Financial pressures
c. Bored and uninterested
d. Other (please specify)

_____

_____

12. How many years were you out of school before you enrolled in the Literacy Program at GMCC? 18-19

a. Less than one year
b. One year
c. More than one year (Please specify the number of years.)
d. _____

13. Indicate the courses in which you enrolled by circling the letter of as many as are appropriate.

a. Introduction to English (EN001.0) 20
b. Writing Techniques (EN002.0) 21
c. Fundamentals of Writing (EN003.0) 22
d. Reading Development I (RD001.0) 23
e. Reading Development II (RD002.0) 24
f. Introduction to Mathematics (MM001.0) 25

14. When you enrolled in the Literacy Program, were you: (Circle as many responses as are appropriate.)

a. financially self-supporting? 26
b. receiving a student loan? 27
c. on social assistance? 28
d. receiving an Alberta Vocational Training (AVT) allowance? 29
e. sponsored by Indian Affairs? 30
f. assisted by the Vocational Rehabilitation of Disabled Persons (VRDP)? 31
g. receiving other financial assistance? (please specify) _____ 32

over

15. While you were enrolled in the Literacy Program, what was your **permanent** address?

    a. Edmonton or surrounding area (i.e. within daily commuting distance)

    b. Outside the Edmonton area

33

16. While you were enrolled in the Literacy Program, which **major** form of transportation did you use to come to college? (Circle only one answer.)

    a. Public Transit
    b. Own car
    c. Walk
    d. Bicycle
    e. Car pool

34

Part II

PROFILE OF THE GRANT MacEWAN COMMUNITY COLLEGE (GMCC) LITERACY PROGRAM (1977-80)

Sample Question:

I registered in the Literacy Program because: (Circle only one letter.)

a. I wanted to upgrade my reading and writing skills.

b. The results of the Skills Appraisal Test indicated that I was weak in certain skills areas.

c. A counsellor recommended the Program to me.

(d.) Some of my friends were enrolled in a spring or summer course.

Computer Use Only

1. To what extent do you feel that the upgrading courses you completed provided you with the knowledge and skills you lacked?

    a. To a great extent

    b. To some extent

    c. To a limited extent

    d. Not at all

36

2. How would you rate the importance of the Literacy Program in determining the future employment plans you made?

   a. Of very great importance
   b. Of great importance
   c. Of some importance
   d. Of no importance

37

3. To what degree did the knowledge and skills you gained from the Literacy Program's upgrading courses help you in your College program course work?

   a. Very helpful
   b. Helpful
   c. Somewhat helpful
   d. Not at all helpful

38

4. To what degree were you satisfied with the following academic features of the Literacy Program? (Circle one response for each item.) If an item does not apply to you, circle the "not applicable" response.

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable	
a. Affordable tuition	VS	S	D	VDS	NA	39
b. Small classes	VS	S	D	VDS	NA	40
c. Regular student/instructor progress interviews	VS	S	D	VDS	NA	41
d. Short-term, intensive format (3 class hours daily)	VS	S	D	VDS	NA	42
e. Extensive diagnosis of skills weaknesses	VS	S	D	VDS	NA	43
f. Assistance provided in the Learning Skills Centre	VS	S	D	VDS	NA	44

Over

5. To what degree were you satisfied/dissatisfied with the following **personal** features on the Literacy program? (Circle one response for each item.) If an item does not apply to you, circle the alternative response of "not applicable" response.

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable	
a. Individualized prescribed instruction	VS	S	D	VDS	NA	45
b. Feeling of comradeship among classmates	VS	S	D	VDS	NA	46
c. Personalized, emotionally supportive classroom atmosphere	VS	S	D	VDS	NA	47
d. Availability of daycare facilities	VS	S	D	VDS	NA	48
e. Availability of counselling services	VS	S	D	VDS	NA	49
f. In-class student orientation sessions	VS	S	D	VDS	NA	50

6. Would you recommend enrolling in an upgrading program to your friends or acquaintances? 51

a. Yes

b. No

Briefly explain why or why not. _____

_____

_____

Part III

1. If you continued your education after graduating from a College program at GMCC, did you: ____ 53

   a. enroll in another program at GMCC?

   b. enroll in a program at another College or Technical Institute?

   c. enroll in a University program?

   d. other (please specify)

   _____

   _____

2. Did you look for employment immediately after you graduated from your College program? ____ 54

   a. Yes

   b. No

3. If yes, approximately how many months did it take to find employment? (Please specify to the nearest number.) ____ 55-56

   _____

4. Was your first job, after graduating, related to the College program from which you graduated? ____ 57

   a. Yes

   b. No

5. How satisfied were you with the first job you obtained immediately after graduating from your College program? ____ 58

   a. Very satisfied c. Unsatisfied

   b. Satisfied d. Very unsatisfied

   (Briefly explain)

   _____

   _____

over

6. Would you like to receive a summary of the findings of this survey? 59

   a. Yes

   b. No

THANKS FOR YOUR SUPPORT

If you have any additional comments to make about the Literacy Program, please write them in the space below.

APPENDIX 3

QUESTIONNAIRE CODE BOOK

QUESTIONNAIRE CODE BOOK

Part I

1 - 2	Respondent's i.d. number
3	1) career/occupations 2) college program 3) future education 4) personal development 5) other
4 - 5	1) Business Division 2) Community Services Division 3) Health Sciences Division 4) Performing, Visual and Communication Arts Division
6 - 7	Year of Graduation
8	1) 17 - 21 yrs 2) 22 - 25 yrs 3) 26 - 29 yrs 4) 30+ yrs
9	1) single 2) married 3) divorced/separated 4) widowed 5) common-law
10	1) on own 2) parents/relative 3) shared rent 4) cohabitation 5) other
11	1) no dependents 2) one 3) two 4) three or more
12 13 14	1) preschool age 2) school age 3) 18 yrs/older

15	1)	Canadian citizen
	2)	landed immigrant
	3)	student visa
16	1)	junior high school
	2)	some high school
	3)	high school graduate
	4)	some college
	5)	college diploma
	6)	vocational/technical training
	7)	nursing diploma
	8)	some university
17	1)	graduated
	2)	financial
	3)	boredom
	4)	obtained employment
	5)	medical
	6)	family commitments
	7)	emigrated to Canada
18 - 19	0)	less than one year
	01)	one year
20	1)	EN 001.0
21	2)	EN 002.0
22	3)	EN 003.0
23	4)	RD 001.0
24	5)	RD 002.0
25	6)	MM 001.0
26	1)	self-supporting
27	2)	student loan
28	3)	social assistance
29	4)	Alberta Vocational Training (AVT) allowance
30	5)	Indian Affairs
31	6)	Vocational Rehabilitation of Disabled Persons (VRDP)
32	7)	parents
	8)	husband
	9)	alimony
33	1)	Edmonton
	2)	outside Edmonton

34	1)	public transit
	2)	own car
	3)	walk
	4)	bicycle
	5)	car pool
36	1)	great extent
	2)	some extent
	3)	limited extent
	4)	not at all
37	1)	very great importance
	2)	great importance
	3)	some importance
	4)	no importance
38	1)	very helpful
	2)	helpful
	3)	somewhat helpful
	4)	not helpful
39 - 50	1)	very satisfied
	2)	satisfied
	3)	dissatisfied
	4)	very dissatisfied
	5)	not applicable
51	1)	yes
	2)	no
53	1)	another GMCC program
	2)	another College/Technical institute
	3)	university
	4)	other
54	1)	yes
	2)	no
55 - 56	0	less than one month
57	1)	yes
	2)	no

58
1) very satisfied
2) satisfied
3) unsatisfied
4) very unsatisfied

59
1) yes
2) no

APPENDIX 4

SAMPLE WRITING SKILLS TEST

WRITING SKILLS TEST

PLEASE DO NOT MAKE ANY MARKS ON THIS TEST BOOKLET. ALL ANSWERS WILL BE MARKED ON YOUR ANSWER SHEET.

SENTENCE RECOGNITION

Decide what type each of the following is according to this key:

A Sentence Fragment
B Comma Splice
C Run-on (Fused Sentences)
D Correct Sentence

1. Consuming a large bag of potato chips and drinking several bottles of Coke.
2. Drink Pepsi.
3. Sheldon decided to try a new recipe most of the ingredients could be found only in a specialty food store.
4. Which restaurant have you selected for this evening?
5. Mathilda has many responsibilities, they range from shipping spare parts to managing the accounts.
6. The store manager having learned that the toys he had ordered from the manufacturer would not arrive until after Christmas.
7. This novel suffers from a trivial plot, poor character delineation, and bad writing, I would not recommend that you read it.
8. I have decided to buy meat from the new butcher on the corner; my friend Medea recommends him highly.
9. Mother gave the children some carrot and celery sticks then she told everyone to go outside to play until dinner was ready.
10. For example, only those people who are in top physical condition.
11. Don't forget to turn out your car lights, if you do forget, the car battery will go dead.
12. Whenever I think of the fun we had going to beach parties and roasting hot dogs and marshmallows as we sat by the fire.
13. Having completed all of his assignments early, Vincent decided to do some early research on topics he knew would be covered in the next term.
14. Don't tell me your problems I have enough of my own.
15. The weather office has forecast rain for this afternoon, consequently, Sarah will use the clothes drier rather than hang the laundry on the line.

GRAMMAR

Read each sentence below carefully. If a sentence contains an error in grammar (i.e., one of the underlined parts of the sentence is incorrect), fill in the space on your answer sheet indicating the location of the mistake. If the sentence is grammatically correct, let E (NO ERROR) be your answer.

16. Yesterday Edgar met (A) a college friend whom he hasn't seen (B) in years. Because Edgar wanted (C) to reminisce about old times, he invited (D) his friend to come to his home for dinner that night. No error. (E)

17. Selina hurried into (A) the living room to answer (B) the phone, leaving (C) the milk and the steak on the kitchen table. The cat jumped onto the table and drank it. (D) No error. (E)

18. Hilda's (A) recipe for chocolate mousse, which would make even the most weight-conscious person forget his (B) diet, calls for sugar, eggs, two cupsful (C) of whipping cream, almonds, and two spoonfuls (D) of brandy. No error. (E)

19. If he had rested (A) quietly (B) under the tree as he had been instructed (C) to do, we would have found (D) him. No error. (E)

20. Although (A) there are (B) several other applicants for the job, he feels confident (C) that he has a reasonable (D) good chance. No error. (E)

21. I have decided (A) to go to Hawaii in January because I am tired (B) of cold weather, snowy driveways, slippery roads, and people who (C) tell me you (D) should enjoy living in a winter wonderland. No error. (E)

22. The rescue workers, relieved that the worse (A) of the flood crisis (B) was over, ceased (C) their efforts to build dikes and began (D) the clean-up operation. No error. (E)

23. The president of the college, as well as (A) other faculty and board members, (B) are (C) planning a meeting for the purpose of establishing (D) certain graduation requirements. No error. (E)

24. When the movie star returned to his small home town, everyone went (A) to see him. The town band certainly (B) rose (C) to the occasion, for as the train pulled into view, the band burst (D) forth with a fine rendition of "Hooray for Hollywood." No error. (E)

25. The sun shone (A) brightly (B) in a clear blue sky, and the flowers swayed rhythmically (C) in a warm, gentle breeze. It was the beautifullest (D) spring day of the year. No error. (E)

26. "Who's (A) mess is this?!" exclaimed the distraught mother as she surveyed the dirty clothes (B) on the floor. "It's (C) his," (D) replied the little boy, pointing to his brother. No error. (E)

27. Regular (A) exercise and good eating habits are (B) important to health; it (C) can add years to your life and life to your years (D). No error. (E)

28. Craig, who (A) had to work that night, felt unhappily (B) that he was unable to attend the farewell party for his best friend (C), who was moving (D) to another province the next day. No error. (E)

29. Mary use (A) to stay at that hotel when she was in town on business. She was surprised (B) to learn that it had been torn (C) down to make room for an office tower (D). No error. (E)

30. Although Steve and Rob work (A) at office buildings several miles from where they (B) live (C), each of them rides (D) to work every day by bicycle. No error. (E)

PUNCTUATION AND CAPITALIZATION

Each sentence below contains one mistake in punctuation or capitalization. A punctuation mark or capital may be left out; a punctuation mark or capital may be put in where none is needed; or the wrong punctuation mark may be used. On your answer sheet fill in the space below the letter indicating the location of the error.

31. Since you'll be dealing with the matter while I'm away, its
A B C D
important that you understand all the social, cultural, and
E
financial aspects of the problem.

32. Jumping up suddenly and pointing an accusing finger the witness
A B
shattered the tense silence of the courtroom with the piercing cry,
C
"The man who robbed me is sitting over there!"
D E

33. The man who is to conduct this afternoon's workshop, is an
A
excellent public speaker. He is confident, prepared, organized,
B C D E
innovative, and direct.

34. Because he was used to the peace and serenity of his country home
A
Frank had difficulty in adjusting to the noise and clamour of city
life; he jumped like a frightened rabbit whenever he heard the
B C D
blaring horns of cars careening toward him at an intersection.
E

35. Polonius advised his son, "Neither a borrower nor a lender be."
A B C
Omar Khayyam wrote, "Take the cash and let the credit go." It
would be interesting to note both mens reactions to the extensive
D E
use of credit in modern society.

36. Mrs. Bloom's garden was the most beautiful in the neighborhood,
A B C
however, it was ruined by the antics of the Smiths' new puppy the
D
day the judges from the Flower and Garden Club were to make their
E
final decision.

37. Mr. Clyde Johnson wearing a red jacket, blue trousers, yellow
A B
shirt, and green shoes, attracted the attention of passersby as he
C
strolled through downtown streets during the noon hour rush.
D E

38. Winston Churchill was once told never to end a sentence with a
preposition. His response "He is a man up with whom I cannot put,"
showed that taking rules to the extreme can have amusing results.

39. Having read the information in the calendar carefully, Howard has
decided, that he will register for classes in history, sociology,
and English in the fall.

40. When a radio adaptation of H. G. Wells' novel the war of the worlds
was broadcast forty years ago, many people believed the reports of
invading Martians to be true and fled New York in panic.

41. The test of a good story is its ability to convey a message to the
reader, stories, including fables, deal with the reader and society
in some way.

42. Anyone who is a fan of movie musicals should not hesitate to see
Singing in the Rain which is one of the most delightful
representatives of that genre ever produced.

43. Our's is a modest home; nevertheless, we try to make people feel
welcome whenever they drop by.

44. "How much is that dog in the window," Roger asked the pet store
owner. "I'm referring to the dog with the waggly tail. I do hope
that he is for sale."

45. Cruss-country skiing, a sport fast gaining in popularity, is an
excellent form of exercise, moreover, it is not so expensive in
terms of equipment and travelling as is down-hill skiing.

SENTENCE STRUCTURE

For each question, read the first sentence, paying particular attention to the underlined section. (In some cases the entire sentence will be underlined.) Then read each of the four sentences or portions of sentences that follow. Choose the sentence or sentence portion that best expresses (grammatically and stylistically) the idea of the original sentence. NOTE: If the underlined section of the original sentence is the best form of expression, A will be your answer. NOTE AGAIN: If a question doesn't follow this pattern, just follow the directions in the question.

46. If I were you, I would not lend him the money.

A. If I were you, I would not lend him the money.
B. If I had been you, I would not lend him the money.
C. If I was you, I would not have lent him the money.
D. If I was you, I would not lend him the money.

47. The man told the police officer that the reason he was speeding was on account of his car was so light that the wind had pushed it over the speed limit.

A. The man told the police officer that the reason he was speeding was on account of
B. The reason for speeding told to the police officer by the man was because
C. The man's reason for speeding as told to the police officer was because
D. The man told the police officer that he had been speeding because

48. One must have stamina, purpose, and be intelligent to carry out such an enterprise.

A. One must have stamina, purpose, and be intelligent to carry out such an enterprise.
B. One must have stamina, purpose, and intelligence to carry out such an enterprise.
C. One must have stamina, purpose, and be intelligent in carrying out such an enterprise.
D. You must have stamina, purpose and be intelligent to carry out such an enterprise.

49. Joe yelled in terror that the building was on fire and that everyone should get out immediately. (Put what Joe said in the form of a direct quotation.)

A. "The building was on fire! Everyone should have got out immediately!"
B. "The building being on fire, everyone should be getting out immediately!"
C. "The building is on fire! Get out immediately!"
D. "That the building is on fire, everyone get out immediately!"

50. Now that I have just eaten a three course meal, I am still hungry.

A. Now that I have just eaten a three course meal,
B. Because I have just eaten a three course meal,
C. I have just eaten a three course meal,
D. Although I have just eaten a three course meal,

51. He felt like he had a ringing bell in his head.

A. He felt like he had
B. He felt as if he had
C. He felt like as though he had
D. Feeling as though he had

52. Before Greg reached the phone, it stopped ringing.

A. Before Greg reached the phone, it stopped ringing.
B. Before Greg would have reached the phone, it had stopped ringing.
C. Before Greg reached the phone, it had stopped ringing.
D. Before Greg reaches the phone, it stopped ringing.

53. If anyone doesn't want their dessert, I'll gladly eat it for you.

A. If anyone doesn't want their dessert, I'll gladly eat it for you.
B. If anyone doesn't want his dessert, I'll gladly eat it for him.
C. If anyone doesn't want their dessert, I'll gladly eat it for him.
D. If anyone doesn't want their dessert, I'll gladly eat it for them.

54. Barbecuing is when you broil food on a grill over a charcoal fire.

A. Barbecuing is when you broil food on a grill over a charcoal fire.
B. When you broil food on a grill over a charcoal fire, it is called barbecuing.
C. What you do in barbecuing is you broil food on a grill over a charcoal fire.
D. Barbecuing is broiling food on a grill over a charcoal fire.

55. Printed in the directions, I see the sweater must be washed in cold water.

A. Printed in the directions, I see the sweater must be washed in cold water.
B. Printed in the directions, the sweater must be washed by someone in cold water.
C. The directions say to wash the sweater in cold water.
D. In the directions it says that the sweater must be washed in cold water.

56. John hadn't barely finished waxing his car when it started to rain.

A. John hadn't barely finished waxing his car
B. John had barely finish waxing his car
C. John having barely finished waxing his car
D. John had barely finished waxing his car

57. Louise was happy to learn that she had been accepted by the college as a student. If the above sentence began, "Louise was happy to learn that the college...," it would end:

A. had accepted her as a student.
B. was accepted as a student.
C. had been accepting her as a student
D. would have accepted her as a student

58. If Joe listened to the radio before leaving for school, he would of known that schools were closed because of bad weather.

A. If Joe listened to the radio before leaving for school, he would of known
B. If Joe had listened to the radio before leaving for school, he would have known
C. If Joe had listened to the radio before leaving for school, he knew
D. If Joe would have listened to the radio before leaving for school, he had known

59. Made from only the freshest ingredients, you can be sure that this cake will be moist and delicious.

A. Made from only the freshest ingredients, you can be sure that this cake will be moist and delicious.
B. You can be sure that this cake, made from only the freshest ingredients, will be moist and delicious.
C. You can be sure that this cake made from only the freshest ingredients and being moist and delicious.
D. You can be sure about being moist and delicious with this cake made from only the freshest ingredients.

60. He was eager to complete the assignment quick.

A. He was eager to complete the assignment quick.
B. As quick as possible he was eager to complete the assignment.
C. He was eager to complete the assignment as quick as possible.
D. He was eager to complete the assignment as quickly as possible.

APPENDIX 5

COPYRIGHT PERMISSION LETTER

Houghton Mifflin Company

One Beacon Street, Boston, Massachusetts 02108
(617) 725-5000 Cable HOUGHTON Telex 4430254
FAX (617) 573-4918

International Division

July 19, 1989

Ms. Dorothy H. Gray
Instructor, Academic Services
Grant MacEwan Community College
PO Box 1796
Edmonton, Alberta T5J 2P2
CANADA

Re: Nelson-Denny Reading Test Form A 1960

Dear Ms. Gray:

Many thanks for your letter of May 16, 1989. We are happy to grant you official gratis permission to to use the above material in your thesis. We do ask that proper acknowlegement be made to Houghton Mifflin Company with the following credit line:

Copyright c 1960 by Houghton Mifflin Company.
All rights reserved.
Used with permission.

We thank you for getting in touch with us.

With best wishes,

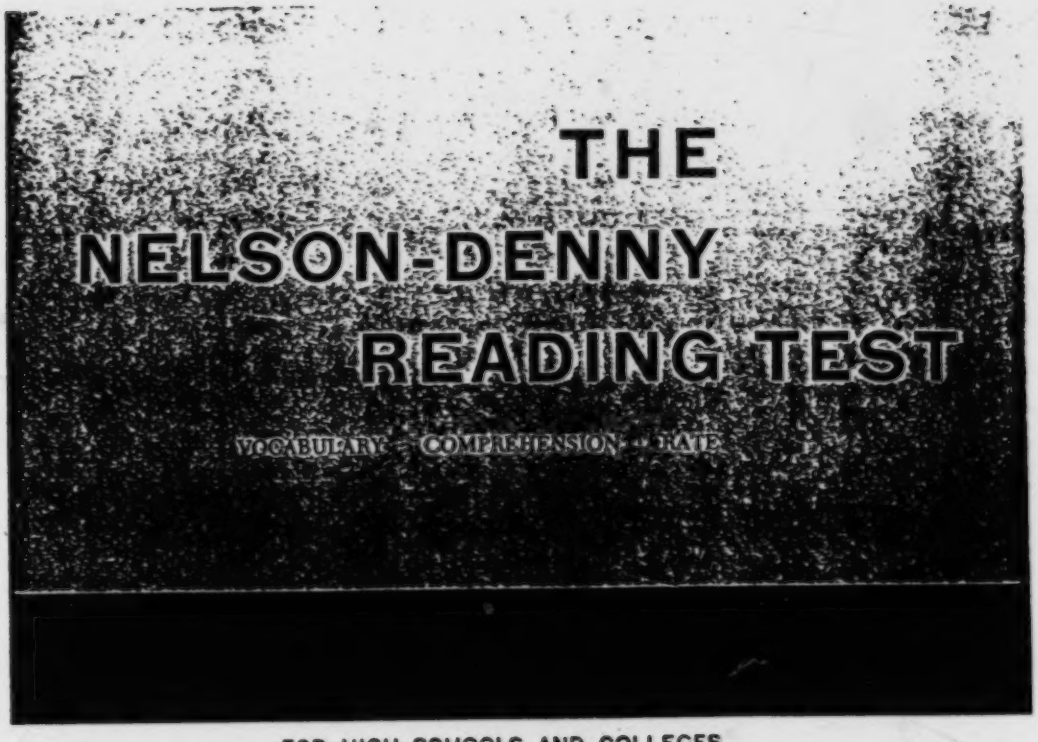
Sincerely,

Margaret E. Menninger

Margaret E. Menninger
Foreign Rights Specialist

APPENDIX 6

SAMPLE READING TEST



FOR HIGH SCHOOLS AND COLLEGES

Copyright c 1960 by Houghton Mifflin Company
All rights reserved.
Used with permission.

by M. J. Nelson, Ph.D. and E. C. Denny, Ph.D.

Revised by

JAMES I. BROWN, Ph.D., PROFESSOR OF RHETORIC
University of Minnesota, St. Paul, Minnesota

Reusable Test Booklet

HOUGHTON MIFFLIN COMPANY · BOSTON
New York · Atlanta · Geneva, Ill. · Dallas · Palo Alto

Copyright © 1960 Houghton Mifflin Company
Copyright 1929 M. J. Nelson and E. C. Denny

B-AC-73

PART I. VOCABULARY TEST

Directions to Students

A. Do not turn this page of the test booklet until directed to do so.

B. During the test, do not make marks of any kind in this test booklet.

C. This test on vocabulary is timed separately from Part II. Comprehension Test and Reading Rate. During the time allowed for the Vocabulary Test, you are to work only on it. Do not go on to Part II until told to do so.

D. To see how to mark your answer sheet properly, **follow these directions carefully as the examiner reads them aloud:**

1. *If you have a self-marking answer sheet or an IBM 805 answer sheet*, lay it on your desk, with the heading "Vocabulary Test" face up. Place the test booklet on the answer sheet so that the right-hand edge falls just along the three arrows and response spaces under the heading "Practice Exercises." Adjust the test booklet up or down until each of the arrows on this page points to the corresponding arrows on the answer sheet – like this. ➤ ➤ ◀ ◀

2. *If you have an IBM 1230 answer sheet*, locate the section headed "Practice Exercises," which appears immediately below the title box at upper left. In marking your answers to these three practice items, be sure that the bold-faced number of the item you are marking on the answer sheet is the same as the bold-faced number of the item you have just read in the test booklet.

E. To make sure you know how to take the test, complete the three practice exercises below:

PRACTICE EXERCISES

1. A linguist is trained in 1. art 2. law 3. language 4. writing 5. history ..... 1.
Which word best defines the opening statement? Yes, **language** is the best answer. Look at space **3** to see how you are to mark your answer sheet.

2. A dog is 1. a reptile 2. a plant 3. a stone 4. an animal 5. a book ..... 2.
Mark the space on the answer sheet numbered the same as the answer you think is correct. You should have marked space **4,** since **an animal** is the correct answer.

3. Bread is to 1. eat 2. wear 3. play with 4. read 5. write with ..... 3.
What is the number of the best answer? Mark the space numbered the same as the answer you think is correct. You should have marked space **1; eat** is the correct answer.

F. When you are directed to do so, turn this page back and under the test booklet. *If you have an IBM 805 answer sheet*, adjust the test booklet to the answer column headed "Page 1" — just as you did for the practice exercises. Each time you turn a page of the test booklet, make sure the arrows on that page align with the arrows of the proper column on the answer sheet. *If you have an IBM 1230 answer sheet*, be sure you have properly located the bold-faced figure **1** under the heading "Vocabulary Test."

G. Wait for the signal to begin.

MAKE NO MARKS ON THIS TEST BOOKLET

TIME 10 MINUTES

VOCABULARY TEST

1. Fundamental reasons are 1. logical 2. basic 3. acceptable 4. convenient 5. hidden ..... 1.
2. A detestable person is 1. dangerous 2. carefree 3. hateful 4. thin 5. anxious ..... 2.
3. An impenetrable shield cannot be 1. worn 2. seen 3. burned 4. pierced 5. carried ..... 3.
4. To interpose means to 1. write 2. intrude 3. weaken 4. remain fixed 5. secede ..... 4.
5. A cluster is a 1. clue 2. mess 3. badge 4. group 5. team ..... 5.
6. An irksome task is 1. lengthy 2. filthy 3. profitable 4. pleasant 5. wearisome ..... 6.
7. A caustic remark is 1. meaningful 2. sharp 3. pleasing 4. subdued 5. inadequate ..... 7.
8. A meager harvest is 1. adequate 2. short 3. convenient 4. plentiful 5. fixed ..... 8.
9. A valid reason is 1. new 2. critical 3. false 4. hopeful 5. sound ..... 9.
10. A falcon is a 1. part 2. pennant 3. hawk 4. horn 5. mammal ..... 10.
11. Binary means 1. ancient 2. two-fold 3. obstructive 4. enclosed 5. unnecessary ..... 11.
12. A crucial test is 1. vague 2. cruel 3. decisive 4. short 5. practical ..... 12.

13. To insinuate is to 1. devise 2. err 3. convict 4. hint 5. officiate ..... 13.
14. To interrogate is to 1. molest 2. tease 3. threaten 4. discuss 5. question ..... 14.
15. A man of perseverance is 1. low-bred 2. yielding 3. antagonistic 4. trained 5. steadfast ..... 15.
16. A cymbal is used in 1. gardening 2. surgery 3. painting 4. sculpture 5. music ..... 16.
17. An arrogant person is 1. haughty 2. wealthy 3. subdued 4. unsuccessful 5. arrested ..... 17.
18. An epitaph is an 1. inscription 2. oath 3. officer 4. event 5. irritation ..... 18.
19. An intricate pattern is 1. delicate 2. small 3. colorful 4. complex 5. useful ..... 19.
20. To entice is to 1. infer 2. teach 3. enter 4. reduce 5. attract ..... 20.
21. A medieval crusade was a 1. campaign 2. battalion 3. parade 4. trip 5. cruise ..... 21.
22. A wary guide is 1. tired 2. cautious 3. new 4. crude 5. strong ..... 22.
23. Brevity of speech refers to 1. content 2. vividness 3. slowness 4. loudness 5. shortness ..... 23.
24. A pertinent speech is always 1. saucy 2. personal 3. long 4. valueless 5. bearing on the subject ..... 24.
25. An indictment is a 1. charge 2. statute 3. commission 4. warning 5. proclamation ..... 25.

Do not stop here. Turn to Page 2.

VOCABULARY TEST (*Cont.*)

PAGE 2

26. A subdued noise is 1. soft 2. shrill 3. booming 4. frightening 5. inaudible 26.

27. To pilfer money is to 1. earn 2. steal 3. spend 4. worship 5. invest 27.

28. A penitent person is 1. inconstant 2. embittered 3. sorry 4. unlearned 5. awestruck 28.

29. A prudent move is 1. wise 2. kind 3. rash 4. costly 5. successful 29.

30. To nullify is to 1. oppose 2. satisfy 3. advocate 4. neutralize 5. count 30.

31. A commodious box is 1. strong 2. watertight 3. tricky 4. porous 5. roomy 31.

32. A cowl is generally worn by a 1. mason 2. miner 3. woman 4. boy 5. monk 32.

33. A spontaneous reply is 1. embarrassing 2. unconsidered 3. fierce 4. provoking 5. erroneous 33.

34. Dissension involves 1. freedom 2. forgiveness 3. flight 4. discord 5. harmony 34.

35. Venerated men are 1. dead 2. discussed 3. greedy 4. dreamers 5. respected 35.

36. When two statements are congruous they are 1. in accord 2. both correct 3. ambiguous 4. contradictory 5. foolish 36.

37. Current fashions are 1. prevalent 2. changing 3. anticipated 4. unpopular 5. outdated 37.

38. Dogma is a system of 1. mathematics 2. psychology 3. faith 4. biology 5. marriage 38.

39. The meridian of life refers to life's 1. climax 2. beginning 3. purpose 4. fortunes 5. heartaches 39.

40. A tendril is part of a 1. game 2. leg 3. plant 4. muscle 5. tent 40.

41. Inveterate hatred is 1. unmerited 2. deep-rooted 3. inherited 4. nationalistic 5. legalistic 41.

42. Forbearance is 1. vexation 2. disapproval 3. disgust 4. restraint 5. transportation 42.

43. Guise refers to 1. stride 2. strength 3. spirit 4. appearance 5. disposition 43.

44. An innovation is something 1. unlawful 2. complicated 3. imported 4. new 5. silly 44.

45. A sham battle is 1. bloody 2. make-believe 3. short 4. indecisive 5. poorly planned 45.

46. An agnostic professes 1. religion 2. knowledge 3. sincerity 4. ignorance 5. faith 46.

47. Poignant means 1. stilted 2. unnecessary 3. piercing 4. insincere 5. poisonous 47.

48. The phlox is an 1. apple 2. onion 3. animal 4. herb 5. enclosure 48.

49. Infinitesimal objects are 1. awkward 2. ponderous 3. disagreeable 4. everlasting 5. very small 49.

50. Extraneous materials are 1. weighty 2. useful 3. foreign 4. singular 5. strong 50.

Do not stop here. Turn to Page 3.

VOCABULARY TEST (*Cont.*)

51. Impervious materials are 1. imperfect 2. impetuous 3. impenetrable 4. dangerous 5. obstructive ..... 51.

52. A reproving glance expresses 1. blame 2. pride 3. spite 4. hatred 5. jealousy ..... 52.

53. One who is amenable is 1. irresponsible 2. submissive 3. unruly 4. saucy 5. envious ..... 53.

54. Rapine means 1. killing 2. plundering 3. conspiring 4. betting 5. longing ..... 54.

55. A jut is a 1. tool 2. road 3. depression 4. projection 5. law ..... 55.

56. Iniquity is 1. harshness 2. insult 3. inquiry 4. blasphemy 5. wickedness ..... 56.

57. An ominous cloud is 1. high 2. fleecy 3. black 4. threatening 5. stationary ..... 57.

58. To reiterate is to 1. repeat 2. regain 3. renounce 4. review 5. recall ..... 58.

59. A nave is a part of a 1. palace 2. theater 3. church 4. factory 5. museum ..... 59.

60. Terrestrial objects are 1. satanic 2. earthly 3. heavenly 4. sacred 5. frightening ..... 60.

61. To revile is to 1. gloat 2. frolic 3. infect 4. beweep 5. slander ..... 61.

62. A pusillanimous person is 1. puritanical 2. weak-spirited 3. sincere 4. hopeful 5. ignorant ..... 62.

63. A whelp is an animal that is 1. fierce 2. lazy 3. sly 4. cunning 5. young ..... 63.

64. To recapitulate is to 1. behead 2. withdraw 3. oppose 4. surrender 5. summarize ..... 64.

65. An insolent person is 1. scheming 2. bankrupt 3. haughty 4. dishonest 5. heedless ..... 65.

66. A lascivious person is 1. lustful 2. humorous 3. contrary 4. partisan 5. industrious ..... 66.

67. Succor means 1. reward 2. presents 3. money 4. aid 5. council ..... 67.

68. To outstrip is to 1. disinter 2. dismantle 3. disrobe 4. register 5. outrun ..... 68.

69. To enhance is to 1. protect 2. enter 3. capture 4. enlarge 5. pursue ..... 69.

70. A palliative tends to 1. display 2. complete 3. diminish 4. dignify 5. stimulate ..... 70.

71. A person of prowess is 1. large 2. exacting 3. fierce 4. strong 5. irritable ..... 71.

72. A virile person is 1. sickly 2. old 3. sinful 4. hateful 5. manly ..... 72.

73. An igneous appearance is 1. ugly 2. beautiful 3. hopeful 4. unworthy 5. firelike ..... 73.

74. Desultory study is 1. rambling 2. sincere 3. rapid 4. strenuous 5. advanced ..... 74.

75. A palpable object is 1. injurious 2. obvious 3. ghostly 4. spiritual 5. powerful ..... 75.

Do not stop here. Turn to Page 4.

VOCABULARY TEST (*Cont.*)

PAGE 4

76. An odious deed is 1. brave 2. helpful 3. repulsive 4. skillful 5. generous 76.

77. A prelate is high in the 1. navy 2. church 3. drama 4. government 5. lodge 77.

78. Propensity means an 1. intuition 2. opportunity 3. effort 4. inclination 5. aspiration 78.

79. A succinct statement is 1. concise 2. satirical 3. muttered 4. secret 5. long 79.

80. A guilder is a 1. fiber 2. coin 3. brush 4. mixer 5. jewel 80.

81. To decoy is to 1. estrange 2. tease 3. entice 4. defy 5. bluff 81.

82. A promontory is a 1. bayou 2. headland 3. marsh 4. watch-tower 5. shelter 82.

83. Usury is a form of 1. bankruptcy 2. blackmail 3. interest 4. counterfeit 5. dowery 83.

84. To express opprobrium means to express 1. reproachful disdain 2. fear 3. gratitude 4. sympathy 5. love 84.

85. A lanuginous substance is 1. hard 2. sticky 3. downy 4. long 5. slow-moving 85.

86. A seraph is an 1. angel 2. unbeliever 3. outcast 4. automaton 5. imp 86.

87. A pterodactyl is a 1. larva 2. weapon 3. flying reptile 4. sovereign 5. disease 87.

88. An eschalot is a variety of 1. animal 2. boat 3. onion 4. bird 5. weapon 88.

89. A myriad group is 1. innumerable 2. misguided 3. angry 4. treacherous 5. merry 89.

90. To prevaricate is to 1. travel 2. postpone 3. work 4. lie 5. attract 90.

91. A sylvan place is 1. wet 2. shady 3. haunted 4. artistic 5. level 91.

92. A vulpine creature is 1. sick 2. deformed 3. wounded 4. vulgar 5. crafty 92.

93. An adze is used by a 1. teacher 2. carpenter 3. mathematician 4. decorator 5. musician 93.

94. Bigotry refers to 1. dual marriage 2. immensity 3. secrecy 4. intolerance 5. drawing 94.

95. A believer in heresy is a 1. dissenter 2. magician 3. pagan 4. idolator 5. scientist 95.

96. A lintel is used in making 1. dresses 2. quilts 3. buildings 4. butter 5. auto polish 96.

97. A scurrilous attack is 1. hurried 2. feeble 3. desperate 4. abusive 5. inoffensive 97.

98. A barouche is a type of 1. ornament 2. carriage 3. weapon 4. disinfectant 5. headdress 98.

99. A salubrious climate is 1. damp 2. healthful 3. cold 4. hot 5. changeable 99.

100. One who is craven is 1. cowardly 2. insane 3. black 4. birdlike 5. greedy 100.

STOP

You have completed the Vocabulary Test. You may recheck your work if time permits. Do not turn this page until directed to do so. Wait for directions.

PART II. COMPREHENSION TEST AND READING RATE

Directions to Students

A. Do not turn this page of the test booklet until directed to do so.

B. There are eight selections in this part of the test. Read a selection through completely, then answer the questions to the right of it. When you have completed one selection, go immediately to the next. Keep working until you have completed all eight selections or until you are told to stop. To answer a question, you may, if you wish, look back at the material you have read. But do not puzzle too long over any one question. After a reasonable effort, go on to the next question.

C. 1. *If you have a self-marking answer sheet or an IBM 805 answer sheet*, you will find the arrows on this page positioned in the same way as those on page 5. By aligning the arrows on this page with the arrows to the left of the answer column headed "Page 5," you will avoid having to make an alignment when you turn to page 5. Make sure that each time you turn a page of the test booklet, the arrows on that page align with the arrows in the proper column on the answer sheet.

2. *If you have an IBM 1230 answer sheet*, find the heading "Comprehension Test," and then locate bold-faced item **1.**

D. You will have 20 minutes to work on this part of the test. The first minute will be used to determine your reading rate. When the examiner tells you to begin, turn this page and start immediately to read the selection on page 5. At the end of one minute the examiner will call "Mark."

1. *If you are using an IBM 805 answer sheet*, stop on the line you are reading. Note the number printed at the right of that line. On your answer sheet, locate that same number and circle it. Then go on immediately with your reading.

2. *If you are using an IBM 1230 answer sheet*, stop on the line you are reading. Note the number printed at the right of that line. Write each digit of that number in the proper box in the column of three boxes under the heading "Reading Rate" in the lower right corner of the answer sheet. If your reading rate consists of only two digits, write *0* (zero) in the uppermost box. Write the first digit in the middle box and the second digit in the lowest box. Then go on immediately with your reading.

E. Wait for the signal to turn this page.

MAKE NO MARKS ON THIS TEST BOOKLET

TIME 20 MINUTES

COMPREHENSION TEST

I

About three centuries after Homer's time, Greek poets began to discover new kinds of verse, and the way in which poems were made. No one has ever done so much for the poetry we write and read to-day as the singers who sang in the islands of the AEgean Sea and in cities on the mainland of Greece, like Thebes and Athens, during a few hundred years of supreme poetic activity.

Who were these poets?

Many names have come down to us, and very little poetry. Of some of the singers the Greeks thought greatest, only a few complete poems remain, and some fragments, usually quoted in the essays or romances or histories of other writers. For poetry had to be written down by hand or cut on stone, and war and fire, frost and earthquakes have destroyed most of the marble tablets and manuscript books that were made. Those remaining are like the fragments of a beautiful broken vase. Much is dust, much is marred or lost. The pieces will never be put together. We can only guess what the whole was like, we shall never know.

But from what the Greeks wrote of their poets in manuscripts that have survived, and from such poetry as we have, we can get some idea of certain great singers.

The first is Hesiod, a poet living not long after Homer, or perhaps in Homer's own time, among the Shepherds of Boeotia. It is possible that at the time Hesiod wrote certain changes that were to take place in the Greek world had already begun. We know that it was not long after Homer's day that the cities and islands began to shake off the rule of kings. They made oligarchies, or governments-of-the-few, and democracies, or governments-by-the-people. They began to pay less attention to war and more to commerce, art, games, oratory, singing, dancing, and talking.

At any rate, Hesiod wrote much poetry suited to this quieter, friendlier life. He made a kind of encyclopedia of the gods, their ancestry, birth, adventures, and habits, and for hundreds of years, the Greeks consulted and quoted his *Theogony*. He wrote also *Works and Days*, a long poem about the times to plough and sow and the way to choose a wife and educate children and go about farming and trading. Such poems drew later poets more easily into poetry about their new life. They did not forget their heroes — Odysseus and Agamemnon and Theseus and Jason, but began to sing also of politics, trade, athletic contests, love.

As they turned to new subjects, they made a tremendously important change in poetry. One of their poets, Archilochus, began to make poems in a metre different from Homer's. He used word groups of two instead of three syllables — iambics they were called. He also used fewer feet in each line, often writing in trimeter and tetrameter (three-measure and four-measure) instead of hexameter. He began also to write poems ridiculing the faults of men and women — the beginning of what we call satiric poetry. He and other poets discovered that, not only was it possible to make one or two kinds of poetry different from the Epic verse, but that every thought or feeling could be sung in a poetry suited in metre to its own character. Epic poetry had been poetry of the race. The new poetry was personal.

One of the earliest of the new poets was Sappho. The Greeks used to say that Homer was the greatest of men who made poetry, and Sappho the greatest of women.

She lived in the island of Lesbos in the Seventh and Sixth centuries before Christ, and had there a school in which she trained young women to dance and make music and write and chant poetry.

I

1. *The Greeks considered Sappho as*
   1. The greatest woman poet.
   2. Dancer rather than poet.
   3. More musician than poet.
   4. Greater than Homer.
   5. The master of Epic poetry.

2. *One may characterize the development of Greek poetry as*
   1. Static.
   2. Retrogressive.
   3. Superficial.
   4. Esoteric.
   5. Progressive.

3. *Of the Greek poetry of that time:*
   1. Much has survived.
   2. Very little remains.
   3. Most marble tablets remain.
   4. Most parchment manuscripts survived.
   5. Nothing remains except legend.

4. *Hesiod lived among whom?*
   1. Shepherds.
   2. Slaves.
   3. Sailors.
   4. Priests.
   5. Philosophers.

5. *The new poetry was spoken of as*
   1. Ornate.
   2. Patriotic.
   3. Impersonal.
   4. Personal.
   5. Crude.

6. *The best inference is that poets*
   1. Reflect the times.
   2. Mold the times.
   3. Disregard the times.
   4. Are not appreciated in their own age.
   5. Are appreciated most after they are dead.

7. *What important poetic change did Archilochus effect?*
   1. Rhyme scheme.
   2. Stanza length.
   3. Word form.
   4. Sonnet form.
   5. Metrical form.

8. *The most important change mentioned in poetry was change in what?*
   1. Rhyme.
   2. Rhythm.
   3. Vividness.
   4. Religious overtones.
   5. Hero worship.

Do not stop here. Turn to page 6.

COMPREHENSION TEST (Cont.)

II

In each class are born a certain number of natures with a curiosity about their best selves, with a bent for seeing things as they are for disentangling themselves from machinery, for simply concerning themselves with reason and the will of God, and doing their best to make these prevail. — for the pursuit, in a word, of perfection. To certain manifestations of this love for perfection mankind have accustomed themselves to give the name of genius, implying by this name, something original and heaven-bestowed in the passion. But the passion is to be found far beyond those manifestations of it to which the world usually gives the name of genius, and in which there is, for the most part, a talent of some kind or other ... special and striking faculty of execution, informed by the heaven bestowed ardour, or genius. It is to be found in many manifestations besides these, and may best be called the love and pursuit of perfection, culture being the true nurse of the pursuing love, and sweetness and light the true character of the pursued perfection. Natures with this bent emerge in all classes — among the Barbarians, among the Philistines, among the Populace.

II

1. *One finds people with curiosity about their best self*
   1. Only among the aristocrats.
   2. Only among poor people.
   3. Only among the poets.
   4. In all classes.
   5. Only among the Barbarians.
2. *To certain aspects of the desire to be perfect, men have often given the name:*
   1. Ability.
   2. Courage.
   3. Intuitive.
   4. Genius.
   5. Common sense.
3. *Such persons are concerned with the pursuit of*
   1. Money.
   2. Prestige.
   3. Power.
   4. Genius.
   5. Perfection.
4. *What is the chief topic discussed in this paragraph?*
   1. Genius.
   2. Culture.
   3. Pursuit of perfection.
   4. Passion.
   5. The will of God.

III

The government of Henry the Seventh, of his son, and of his grandchildren was, on the whole, more arbitrary than that of the Plantagenets. Personal character may in some degree explain the difference, for courage and force of will were common to all the men and women of the House of Tudor. They exercised their power during a period of one hundred and twenty years, always with vigour, often with violence, sometimes with cruelty. They occasionally invaded the rights of the subject, occasionally exacted taxes under the name of loans and gifts, and occasionally dispensed with penal statutes. Nay, though they never presumed to enact any permanent law by their own authority, they occasionally took upon themselves, when Parliament was not sitting, to meet temporary exigencies by temporary edicts. It was, however, impossible for the Tudors to carry oppression beyond a certain point, for they had no armed force, and they were surrounded by armed people. Their palace was guarded by a few domestics, whom the array of a single shire, or of a single ward of London, could with ease have overpowered. These haughty princes were therefore under a restraint stronger than any which mere Law can impose.

III

1. *With whom is the paragraph chiefly concerned?*
   1. The Tudor Kings.
   2. The Plantagenet Kings.
   3. The palace guards.
   4. The London populace.
   5. The English people.
2. *How were new laws secured when Parliament was not sitting?*
   1. They were made by a single London ward.
   2. Old laws were revived.
   3. They were made by the army.
   4. The King issued an edict.
   5. They were made by the Princes' council.
3. *Under what guise were taxes sometimes collected?*
   1. Fines.
   2. Loans.
   3. Tariffs.
   4. Commissions.
   5. Sale of public offices.
4. *What personal trait was always displayed by the rule of the dynasty discussed in the paragraph?*
   1. Cowardice.
   2. Deceit.
   3. Vigour.
   4. Vacillation.
   5. Forbearance.

Do not stop here. Turn to page 7

COMPREHENSION TEST (Cont.)

IV

Great statesmen who looked far behind them and far before them were at the head of the House of Commons. They played their part with keenness, coolness, dexterity and perseverance. They were resolved to place the King in such a situation that either he must conduct the administration in conformity with the wishes of Parliament, or make outrageous attacks on the most sacred principles of the constitution. They accordingly doled out supplies to him very sparingly. He found that he must govern either in harmony with the House of Commons, or in defiance of all law. His choice was soon made. He dissolved his first Parliament, and levied taxes by his own authority. He convoked a second Parliament, and found it more intractable than the first. He again resorted to the expedient of dissolution, raised fresh taxes without any show of legal right, and threw the chiefs of the opposition into prison. At the same time a new grievance, which the peculiar feelings and habits of the English people made insupportably painful, excited general discontent and alarm. Companies of soldiers were billeted on the people, and martial law was, in some places, substituted for the ancient jurisprudence of the realm.

IV

1. *What is the chief topic treated in this paragraph?*
   1. Attempt to establish a constitution.
   2. The levying of taxes.
   3. The right to billet soldiers.
   4. The break between King and Parliament.
   5. The use of martial law.
2. *Why did Parliament grant supplies sparingly to the King?*
   1. Taxes were too high.
   2. Because the King billeted soldiers on the people.
   3. To maintain the power of Parliament.
   4. Because certain chiefs were in prison.
   5. To insure re-election.
3. *What trait of the King's character is revealed?*
   1. Military ability.
   2. Power of decision.
   3. Tendency to compromise.
   4. Cowardice.
   5. Legislative ability.
4. *What grievance was insupportably painful to the English nation?*
   1. Billeting soldiers on the people.
   2. Forced service in the army.
   3. Imprisoning their chiefs.
   4. Convoking Parliament.
   5. Collecting taxes illegally.

V

One man at the Explorers Club dinner, an old pro, looked with disfavor at the cooked walrus and seal meat. He was 87-year-old Matthew Henson, Admiral Robert E. Peary's Negro companion in his dash to the North Pole on April 6, 1909. Henson accompanied Peary on eight hazardous polar expeditions, had been forced to eat raw walrus and seal and even raw dog meat. He took one look at the walrus meat on a silver platter and turned away.

"Walrus is all right," said Henson, "when that's all there is."

Later that evening something occurred that emphasized Peary's and his accomplishment. Henson was presented with a piece of ice from the environs of the North Pole, a piece of ice gathered on a routine Air Force mission and flown to New York the day before.

Henson must have been impressed. Following dinner, he told how, in 1909, the North Pole was discovered in April, and it took until September to reach the outskirts of civilization and tell the world of the discovery. Today, aircraft cruise over the pole on leisurely flights. And in the planes, perhaps there is little thought of Peary, Henson, and the four Eskimos who earlier braved that wilderness of ice.

V

1. *How was the piece of ice obtained?*
   1. On a routine air flight.
   2. Through use of a helicopter.
   3. From the Eskimos.
   4. By motor-driven ice sled.
   5. By a special air mission.
2. *While in the arctic, Henson's motto was apparently*
   1. Necessity knows no law.
   2. Live and let live.
   3. Turn necessity to gain.
   4. Eat to live.
   5. Live to eat.
3. *How many made up the exploring party?*
   1. Four.
   2. Six.
   3. Eight.
   4. Fourteen.
   5. An unstated number.
4. *What is this passage mainly about?*
   1. The Explorers Club dinner.
   2. Peary.
   3. The discovery of the North Pole.
   4. Food likes and dislikes.
   5. Henson.

Do not stop here. Turn to page 9.

COMPREHENSION TEST (Cont

VI

On one hand, the masses of the people in this country are preparing to take a much more active part than formerly in controlling its destinies; on the other hand, the aristocracy, using this word in the widest sense, to include not only the nobility, but also those reinforcements from the classes bordering upon itself, which this class constantly attracts and assimilates, while it is threatened with losing its hold on the rudder of government, its power to give to public affairs its own bias and direction, is losing also that influence on the spirit and character of the people which it long exercised. This will be warmly denied by some persons. Those who have grown up amidst a certain state of things, those whose habits, and interests, and affections, are closely concerned with its continuance, are slow to believe that it is not a part of the order of nature, or that it can ever come to an end. But what is here laid down, will not appear doubtful either to the most competent and friendly foreign observers of this country, or to those Englishmen who have applied themselves to see the tendencies of their nation as they are.

VII

Man grew in the temperate zone, was born in the Tropics. That first crude human product of Nature's Pliocene workshop turned out in the steaming lowland of Java, and now known to us as the Pithecanthropus erectus, found about him the climatic conditions generally conceded to have been necessary for man in his helpless, futile infancy. Where man has remained in the Tropics, with few exceptions he has suffered arrested development. His nursery has kept him a child. Though his initial progress depended upon the gifts which Nature put into his hands, his later evolution depended far more upon the powers which she developed within him. These have no limit, so far as our experience shows, but their growth is painful, reluctant. Therefore they develop only where Nature subjects man to compulsion, forces him to earn his daily bread, and thereby something more than bread. This compulsion is found in less luxurious but more salutary geographic conditions than the Tropics afford, in an environment that exacts a tribute of labor and invention in return for the boon of life, but offers a reward certain and generous enough to insure the accumulation of wealth which marks the beginning of civilization.

VI

1. *What does the author think about the power of the aristocracy? It is*
   1. More actively in control
   2. Gaining power
   3. Entirely lost
   4. Gradually diminishing
   5. Entrenched
2. *Who are the slowest to realize the change which is taking place?*
   1. The masses
   2. Foreign observers
   3. The aristocrats
   4. Government officials
   5. Students
3. *What other class does the author link with the nobility?*
   1. The masses
   2. Competent foreigners
   3. The educated
   4. The studious
   5. The upper middle class
4. *The author compares his own views with those held by*
   1. The masses.
   2. Able and kind foreigners.
   3. The aristocracy.
   4. The middle class.
   5. The nobility.

VII

1. *Under what conditions does man reach the highest degree of civilization?*
   1. Where his wants are supplied by Nature.
   2. Where he is compelled to work for food.
   3. Where all of man's time is necessarily devoted to food-getting.
   4. Where Nature is most prodigal.
   5. Where vegetation is luxurious.
2. *What does the author think about the possibilities of human development?*
   1. They are very limited.
   2. Development occurs most readily in the Tropics.
   3. It is futile to expect development.
   4. It is fully arrested.
   5. There are no limits.
3. *The climate believed most conducive to later human evolution is:*
   1. The Tropics.
   2. The far North.
   3. The Temperate Zone.
   4. Java.
   5. Pliocene.
4. *What does the author believe to be an indication of the initial stages of civilization?*
   1. The amassing of a surplus over one's immediate needs.
   2. Migration from the Tropics.
   3. The beginning of the Pliocene Era.
   4. Painful, reluctant growth.
   5. Salutary geographic conditions.

Do not stop here. Turn to page 9.

COMPREHENSION TEST (Cont.)

VIII

The only banking system in which a guarantee-fund provision is actually incorporated at the present time is that of Canada. According to the terms of the banking law of 1890, the notes of the bank are made a first charge upon all the assets of the issuing bank, also each stockholder may be forced to contribute his shares and a like amount in cash. In addition to this, banks are required to keep on deposit with the Minister of Finance a sum equal to 5 per cent of the average amount of their notes outstanding during the fiscal year preceding. In case of the suspension of any bank, its notes outstanding draw interest at 6 per cent from the date of suspension until the date set for their redemption. If such a day is not fixed by the directors of the defunct bank within two months from suspension, the Minister of Finance is authorized to appoint a date upon and after which they will be redeemed from the redemption fund. Until the fund is made good from the assets of the failed bank, all the banks of the system are required to contribute in their due proportion at a rate not exceeding 1 per cent on their circulation each year.

VIII

1. *In case the officials of a failed bank do not set a date for redeeming its notes, how is such a date established?*
   1. The Minister of Finance appoints the date.
   2. The date is set by law as two months after suspension.
   3. The stockholders fix a date.
   4. The creditors fix a date after two months.
   5. There is no provision for specifying a date.

2. *What is the largest amount a stockholder of a failed bank can be forced to contribute?*
   1. Five per cent of his shares.
   2. An amount fixed by the directors.
   3. An amount fixed by the Minister of Finance.
   4. His shares plus their face value in cash.
   5. To the full extent of his assets.

3. *What results in case the assets of a failed Canadian bank are not sufficient to redeem its outstanding notes?*
   1. The notes are paid as presented as long as the assets last.
   2. All note-holders suffer a pro rata loss.
   3. The Canadian Government makes good the loss.
   4. Other Canadian banks make good the loss.
   5. The bank's directors make the loss good.

4. *Why are banks required to keep a sum on deposit with the Minister of Finance?*
   1. As insurance on their assets.
   2. To protect holders of their notes.
   3. To guarantee a 6 per cent rate of interest.
   4. To assist banks that may fail.
   5. To protect stockholders of the bank.

STOP

End of test. If time permits, you may recheck this section of the test. Do not go back to the Vocabulary Test.

Selection for Comprehension Test I, page 5, is reprinted from THE WINGED HORSE, by Joseph Auslander and Frank E. Hill. Copyright 1927, by Doubleday & Company, Inc.

Selection for Comprehension Test V, page 7, is adapted from "Polar Hero," by Jack Test, by permission of SENIOR SCHOLASTIC. Copyright 1954, by Scholastic Magazines, Inc.

APPENDIX 7

COURSE SYLLABI

COURSE SYLLABUS

COURSE NUMBER: RD 001.0

COURSE NAME: Reading Development I

DESCRIPTION: To remedy deficiencies in word attack skills, word knowledge, reading comprehension, and thinking skills.

REQUIRED TEXTS: Tactics in Reading I

L. G. Nelson - A Second Course in Phonic Reading, Book Two (Cambridge, Mass.: Educators Publishing Service, 1971).

Nila Banton Smith - Be a Better Reader, 3 (Prentice-Hall, 1974 - Canadian Edition).

Pocket dictionary

ENRICHMENT MATERIAL: E. S. Maney - Reading-Thinking Skills (The Continental Press, Inc., 1965).

Specific Skills Series - Boning

Skill Development Set H/I/K

REQUIREMENTS:

1. Pass one phonics test with at least 80% accuracy.
2. Pass one comprehension test with at least 80% accuracy.
3. Regular attendance.

There will be additional quizzes and a mid-term evaluation in all of the above areas.

OPEN RELEVANT INFORMATION: Normally, a student who completes the requirements of this course will advance to RD 002.0 (Reading Development II).

COURSE SYLLABUS

COURSE NUMBER: RD 002.0

COURSE NAME: Reading Development II

DESCRIPTION: To increase reading rates, retention, and comprehension through the development of proficiency in word attack skills, paragraph comprehension, and skimming and scanning.

REQUIRED TEXTS: Be a Better Reader, 6 (Canadian Edition)

Tactics in Reading II or III

Pocket dictionary

ENRICHMENT MATERIAL: MHBSS, Listening and Note-taking

Skimming and Scanning - Frye

Controlled Reading Study Guides, SD - H, J, or M

REQUIREMENTS:

1. Submit two satisfactory summaries based on articles in the student's field of study or interest.
2. Pass one word attack skills test with at least 80% accuracy.
3. Pass one comprehension test with at least 80% accuracy.
4. Pass a final test (McGraw-Hill Reading Test) with 75%ile in either the test total or the paragraph comprehension part.
5. Regular attendance.

There will be additional quizzes and a mid-term evaluation in all of the above areas.

COURSE SYLLABUS

COURSE NUMBER: MM 001.0

COURSE NAME: Introductory Mathematics

DESCRIPTION: A Mathematics course at a pre-college level designed to permit students to explore sources of earlier difficulties, while acquiring mathematical skills and understandings that will enable them to pursue their chosen programs.

Basic core to be taken by all students reviews operations and applications of whole numbers, fractions, decimal numbers, ratio and proportion, percentage and a study of the metric system.

Additional topics are:

Secretarial:	Graphs and charts Square roots
Library Technicians:	Graphs and charts Permutations and combinations
Accounting: Business Administration: Retailing:	Graphs and charts Square roots Simple equations Integers Exponents

REQUIRED TEXTS: Introductory Mathematics - Skills Package

ENRICHMENT MATERIAL: Basic Mathematics - Tapes and Workbooks in Learning Skills Centre.

Mathematics - Video cassettes 24-34 in LRC

REQUIREMENTS: Pass a topic quiz as each unit is completed with at least 70%.

Complete a final exam on completion of all units with a value of 30% of final grade.

COURSE SYLLABUS

COURSE NUMBER: EN 001.0

COURSE NAME: Introduction to English

DESCRIPTION: To remedy deficiencies in grammar, punctuation, spelling, and vocabulary to achieve the writing of effective and correct sentences and simple paragraphs.

REQUIRED TEXTS: V. McClelland and others - Mastering Essential English Skills (Toronto: Doubleday Canada Limited, 1978)

Mechanics of Spelling - Units 1 - 4

Practice in Vocabulary Building, Books B and C (Dansville, N.Y.: The Instructor Publications, Inc., 1973)

ENRICHMENT MATERIAL: Mini-Series on Vocabulary Skills (Educulture); cassettes and workbooks

REQUIREMENTS:

1. Pass a grammar and sentence structure test with at least 80% accuracy.
2. Pass a spelling test with at least 80% accuracy.
3. Pass a punctuation test with at least 80% accuracy.
4. Pass a vocabulary test with at least 80% accuracy.
5. Regular attendance.

There will be additional quizzes and a mid-term evaluation in all of the required areas.

OTHER RELEVANT INFORMATION: Normally, a student who completes the requirements of this course will advance to EN 002.0 (Writing Techniques).

If a student achieves a high level of competency at the end of this course, he may advance to EN 003.0 (Fundamentals of Writing), or if successful on the final Writing Skills and Essay Test at the EN 003.0 level, he may advance directly to EN 100.3 (Communications). However, these steps may be taken only upon the instructor's recommendation.

COURSE SYLLABUS

COURSE NUMBER: EN 002.0

COURSE NAME: Writing Techniques

DESCRIPTION: To develop proficiency in spelling, grammar, sentence structure and paragraphing in order to enable students to write effective essays.

REQUIRED TEXTS:

R. B. Donald and others - Writing Clear Paragraphs (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1978)

Mechanics of Spelling - Units 4 - 7 (Unless a student needs all units)

J. I. Brown - Programmed Vocabulary (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1971)

Pocket Dictionary

ENRICHMENT MATERIAL: English Workshop - First Course

REQUIREMENTS:

1. Pass one test on grammar, punctuation, and paragraphing with at least 80% accuracy.
2. Pass one spelling test with at least 80% accuracy.
3. Pass one vocabulary test with at least 80% accuracy.
4. Submit at least three satisfactory writing assignments.
5. Regular attendance.

There will be additional quizzes and a mid-term evaluation in all of the above areas.

OTHER RELEVANT INFORMATION: Normally, a student who completes the requirements of this course will advance to EN 003.0 (Fundamentals of Writing)

Upon instructor recommendation, a student who achieves a high level of competence at the end of this course may write the final Writing Skills and Essay Test at the EN 003.0 level. If the student is successful, he may advance directly to EN 100.3 (Communications).

COURSE SYLLABUS

COURSE NUMBER: EN 003.0

COURSE NAME: Fundamentals of Writing

DESCRIPTION: To increase student's effective writing style through a detailed approach to all stages of planning, writing and revising the Observation, Process, Summary, Analysis and Research Paper. Problems in spelling and grammar are dealt with as required.

REQUIRED TEXTS: R.E. Loewe - The Writing Clinic
(Englewood Cliffs, N.J.: Prentice-Hall, Inc., c. 1978)

N. Lewis - Word Power Made Easy
(Pocketbooks)

Pocket Dictionary

Thesaurus or Dictionary of Synonyms

ENRICHMENT MATERIAL: Mechanics of Spelling

REQUIREMENTS:

1. Complete at least 3 - 5 satisfactory writing assignments including all necessary planning procedures.
2. Pass one spelling test with at least 80% accuracy.
3. Pass one vocabulary test with at least 80% accuracy.
4. Successfully pass a final Writing Skills Test.
5. Write a satisfactory test essay.
6. Regular attendance.

There will be additional quizzes and a mid-term evaluation in all of the above areas.

OTHER RELEVANT INFORMATION: Students who complete the requirements of this course will advance to EN 100.3 (Communications).

APPENDIX 8

SKILLS APPRAISAL PLACEMENT FORM

NAME: _____
PROGRAM: _____
DATE: _____

GRAND RAPIDS COMMUNITY COLLEGE
PLACEMENT OFFICE — SKILLS APPRAISAL

I. TESTS AND STUDENT'S SCORES

1. ESSAY GRADE _____ EVALUATOR: _____

2. S.R.A. WRITING SKILLS TEST: RAW SCORE _____ PERCENTILE: _____

S.R.A. WRITING SKILLS BREAKDOWN:

VOCABULARY	_____	VOCABULARY BUILDING ☐
SENTENCE RECOGNITION	_____	
GRAMMAR	_____	
PUNCTUATION & MECHANICS	_____	
SPELLING	_____	
SENTENCE BUILDING	_____	

3. NELSON-DENNY READING TEST — FROM: _____ _____

READING RATE (Words per Minute)	_____
COMPREHENSION (%ile Rank)	_____

4. MATHEMATICS TEST: %ile Rank

Part 1 _____ ☐ Fundamentals of Arithmatic ☐

5. S.R.A. CLERICAL APTITUDES TEST:
OFFICE ARITHMATIC _____ %ile ☐

6. ELEMENTARY ALGEBRA: RAW SCORE _____ PERCENTILE _____ ☐

II. PLACEMENT

1. COURSES REQUIRED

INTRODUCTORY ENGLISH (EN001.0) _____
WRITING TECHNIQUES (EN002.0) _____
FUNDAMENTALS OF WRITING (EN003.0) _____
INTRODUCTORY MATHEMATICS (MA001.0) _____
READING DEVELOPMENT I (RD001.0) _____
READING DEVELOPMENT II (RD002.0) _____
VOCABULARY BUILDING (SK004.0) _____
ENGLISH AS A SECOND LANGUAGE _____

2. COURSES RECOMMENDED

READING DEVELOPMENT I (RD001.0) _____
READING DEVELOPMENT II (RD002.0) _____
VOCABULARY BUILDING (SK004.0) _____

COMMUNICATIONS (EN 100.3) _____ (required in all programs)

COMMENTS: _____

SIGNATURE: _____

VITA

VITA

NAME: Dorothy H. Gray

POST-SECONDARY EDUCATION:
Bachelor of Education
University of Calgary - 1966

RELATED WORK EXPERIENCE:
Community College Instructor: Grant MacEwan Community College (Division of Arts and Science)

Substitute Teacher: Edmonton Public School Board and Scarborough (Ontario) Board of Education

Junior High School Teacher: Calgary Public School Board

HONORS: Recipient of the MacEwan Medallion - 1988

ACADEMIC PUBLICATIONS:
Retain Who and Why (ERIC Document Reproduction Service No. ED 299 078) 1986

PROFESSIONAL MEMBERSHIPS:
College Reading and Learning Association (CRLA)

Alberta Association for Adult Literacy (AAAL)

Northwest Adult Education Association (NWAEA)